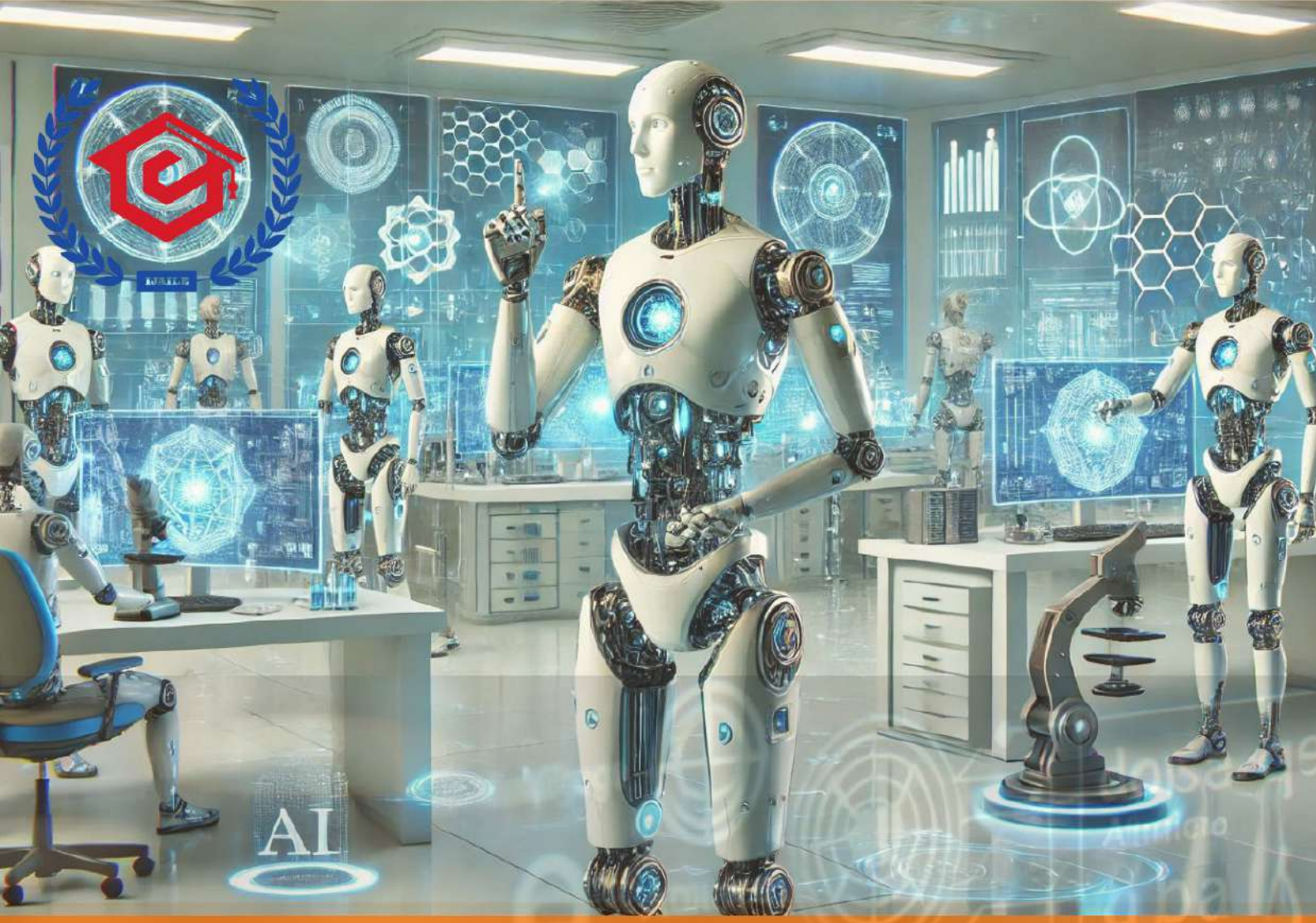

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Table of Content

Vol. 2, No. 3 (2025): AI in Language Education
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Research Articles ***Pages***

A Note from the Editor-in-Chief

Dear beloved Language Educators,
We are happy to announce that the International Journal of AI in Language Education (IJAILE) has published Volume 2, Number 3 (2025): "AI in Language Education". This issue includes eight research articles (pp. 1–136) that together show how AI is being used in language classrooms and by teachers—not as a far-off promise, but as a normal part of everyday learning design, speaking development, writing support, and decision-making in the classroom. A common message emerges from all the contributions: AI can meaningfully extend feedback, practice time, and learner agency, but its pedagogical value depends on careful integration, contextual fit, and ethical vigilance.

This issue is interesting because it is based in higher education in Vietnam and also examines things from an international perspective, specifically from India. A number of studies are conducted at prominent Vietnamese institutions in Ho Chi Minh City and Hanoi, whereas one contribution draws on research from Hyderabad, India. This geographical and institutional diversity reinforces the issue theme by demonstrating that AI adoption is not uniform; it is influenced by local curricular requirements, assessment cultures, teacher workload realities, and students' preparedness to utilize AI responsibly.

The issue starts with a clear focus on speaking and acting, where students often need to practice repeatedly and get feedback they can use. Ngo Thi Cam Thuy and Le Ngoc Que Anh from Vietnam write about a mixed-methods case study at Van Lang University (Faculty of Foreign Languages) in Ho Chi Minh City. The study examines whether Yoodli and Orai can help EFL students deliver better presentations. The study indicates enhancements in fluency, pronunciation, vocabulary, and content structuring among undergraduate participants who practiced regularly, while also emphasizing the motivational impact of "instant, tailored feedback" in fostering confidence and autonomy. Nguyen Thi Kim Chi also looks into how students at Hanoi Open University in Hanoi, Vietnam, feel about video dubbing. She uses a mixed-methods approach that includes a questionnaire completed by 194 second-year English majors (K30 classes) and interviews with three teachers. The results show that dubbing is a useful way to improve pronunciation, vocabulary, grammar, fluency, and learner autonomy, but they also highlight the challenges of developing speaking skills in the classroom and the need for guidance on its use.

A second theme is teachers' work and how they plan lessons, especially in the context of generative AI. Hoang Thi Thanh Hang (Van Lang University) and colleagues from the Ho Chi Minh City Open University investigate EFL teachers' perceptions of the use of ChatGPT for designing IELTS Reading lesson plans, using survey data from 54 EFL teachers in Vietnam. Their findings illustrate a plausible classroom dilemma: ChatGPT is useful for quickly generating tasks, questions, and reading strategies, but the results depend on the quality of the prompts and on the teacher checking them again to ensure they are reliable and aligned with lesson goals. This study positions AI not as a substitute for professional expertise, but as an accelerator that necessitates pedagogical discernment.

Two additional Vietnamese studies investigate learners' experiences, preparedness, and responsible use. Pham Thanh Su (University of Economics and Law, Ho Chi Minh City) and Nguyen Ly Nhu Quynh (Ho Chi Minh City Open University) investigate novice pre-service kindergarten teachers' perceptions of the use of ChatGPT to facilitate English language acquisition. Their findings underscore perceived advantages (rapid access, convenience, tailored assistance, diminished anxiety, enhanced motivation, and increased confidence) alongside drawbacks (ambiguous or inconsistent responses, challenges in formulating effective inquiries, information saturation, and dependency). Tran Thanh Truc presents a quasi-experimental study conducted in Vietnam at Ly Tu Trong College (Ho Chi Minh City), involving 79 non-English majors. The study features an experimental group receiving AI-supported metacognitive strategy instruction through ChatGPT, contrasted with a control group instructed via a teacher-led methodology. The work shows a positive effect on writing performance, but it also raises concerns about reliability and possible misuse—issues that are very important to the issue as a whole.

A Note from the Editor-in-Chief

Nguyen Thi Minh Thu's study from the International School, Vietnam National University Hanoi, directly addresses ethical and educational risks by surveying 212 undergraduates at a public university in Hanoi, Vietnam. The results raise important questions about privacy and surveillance, stress from competition, shallow motivation, and reduced social interaction. They also remind readers that new ideas need to be protected by ethics and a design that protects learners.

The issue also expands beyond Vietnam with an Indian higher-education contribution. Simon Peter and Murshid V. H., both affiliated with The English and Foreign Languages University in Hyderabad, India, present a qualitative case study examining AI-integrated writing tasks that utilize AI image generation (Bing AI Image Creator) as indirect feedback within a modified picture-description task. The paper focuses on learner autonomy and language enrichment with two groups of intermediate ESL learners. It also stresses the skills teachers need to create AI-supported tasks responsibly.

Finally, Bui Thi Thu Giang and colleagues from Hanoi University of Industry in Hanoi, Vietnam, examine AI tools for teaching students to argue by having them debate one another. They use a mixed-methods approach, which includes a questionnaire with 150 students, interviews with three teachers, and 63 usage reports. The study demonstrates AI's potential for idea generation, evidence utilization, argument structuring, and feedback, while cautioning that misinterpretation and inconsistent response quality may hinder students' independent and critical thinking.

In Vol. 2, No. 3 (2025), you can see how AI is being used in language education at a number of different schools, including Van Lang University and Ho Chi Minh City Open University in Ho Chi Minh City, Vietnam National University Hanoi, Hanoi Open University, and Hanoi University of Industry in Hanoi, Ly Tu Trong College in Ho Chi Minh City, and The English and Foreign Languages University in Hyderabad, India. We hope these studies help researchers and professionals make AI integration more evidence-based, situation-sensitive, and ethical.

The International Journal of AI in Language Education (IJAILE) would like to thank the reviewers and members of the Editorial Board from the bottom of their hearts for their hard work and professionalism, which made this issue possible. Our reviewers helped authors improve their arguments, clarify their methods, and make each manuscript more coherent and useful by carefully reading them, offering constructive criticism, and being honest about their work. We also want to thank the Editorial Board for their careful guidance, editorial oversight, and ongoing work to coordinate a rigorous peer-review process. This ensures that every article published in Vol. 2, No. 3 (2025) meets the journal's standards for quality, relevance, and ethical responsibility in AI-driven language education research. The time, knowledge, and willingness to share their work that these people have shown continue to be the basis for IJAILE's credibility and the growth of a responsible research community.

We invite scholars, educators, and practitioners to explore the latest articles in this issue and to continue engaging with us through future submissions and collaborations.

Thank you for your support, and I hope you enjoy reading this inaugural issue.
Thanks God for everything!

Warm regards,
Editor-in-chief

Assoc. Prof. Dr. Pham Vu Phi Ho
Prof. Dr. Jeremy White

Enhancing Presentation Skills through Artificial Intelligence: A Case Study at Van Lang University

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ABSTRACT

In today's global environment, the ability to present effectively in English has become an essential skill for EFL learners. Yet, in many classrooms, assessment still centres on technical content, leaving issues such as fluency, confidence, and clear organization underdeveloped. This study set out to explore whether two AI tools—Yoodli and Orai—could help bridge this gap for EFL students at Van Lang University. The research involved undergraduate participants who used these tools regularly as part of their presentation practice. An explanatory mixed-methods approach was applied: surveys captured the main difficulties students face and measured improvement, while interviews provided richer insight into their experiences and attitudes. The findings point to marked progress in fluency, pronunciation, vocabulary, and content structuring, with students appreciating the tools' instant, tailored feedback. Beyond individual gains, the study underscores the value of integrating such AI platforms into teaching to promote independent learning and more confident, well-structured presentations.

Keywords: presentation skills, artificial intelligence, self-regulated learning, EFL students, AI tools

Background of the study

English is an important means of communication, widely used in educational settings and in professional discussions (Dutta, 2019). Effective English presentations enhance the presenter's credibility and audience engagement. Therefore, in the classroom, presentation abilities—especially in English—are essential and they can greatly improve future employment prospects. Gaining proficiency in these areas is crucial for successful communication in a variety of professional contexts.

Although this skill has been incorporated into the curriculum by training institutions, at Van Lang University EFL students also encounter multiple obstacles in mastering presentation skills, such as a lack of confidence and anxiety, which are said to stem from insufficient preparation and fear of making pronunciation and grammar mistakes. This can lead to a lack

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of interaction between the speaker and the audience, making the presentation no longer interesting.

Therefore, the presentation is often poorly received because it lacks clarity and fails to capture the audience's attention (Bodie, 2010; Daly, Hopf, Sonadre, & McCroskey, 1997). In addition, students often underestimate the time required to prepare for a presentation, leading to poorly prepared content and a presenter who does not clearly understand what they are presenting. The lack of comprehension can cause anxiety and low self-esteem, which makes it difficult to interact with the audience effectively. From the above remaining problems, it shows that there is a need for new support tools and methods to help students practice and improve their English presentation skills more effectively.

AI is gradually becoming a tool to help personalize learning paths, improve and support teaching, and provide quick, specific feedback. Additionally, AI can function as a virtual teacher, facilitating remote learning. According to Becerra et al. (2025), AI is being integrated with multimedia feedback features, such as videos or personalized, immediate support, which, in turn, help enhance presentation performance. AI's ability to provide immediate feedback helps users make timely adjustments and have more time to practice for the presentation. Moreover, AI has significant potential to offer personalized feedback tailored to individual users. As a result, AI not only analyzes speed using audio features but also body language and interactions between presenters and their audiences to provide feedback, helping presenters make immediate adjustments. (eSchool News, 2024).

Objectives of the study

This study examines the functionalities of Artificial Intelligence (AI) in enhancing presentation skills among EFL students and addressing challenges such as anxiety, the fear of public speaking, clarity, and audience engagement. It aims to introduce innovative teaching tools that leverage AI capabilities, such as facial and voice recognition, to deliver personalized, timely feedback. By using these tools, students can significantly improve their presentation performance, resulting in more engaging and effective presentations. Because of the limited research on using AI tools such as Yoodli and Orai to improve presentation skills among Vietnamese EFL students, this topic has received little attention in local contexts.

Literature Review

Definition

Presentation skills encompass a set of competencies, including communication methods, that help the presenter convey information clearly, effectively, and convincingly. The goal of presenting is to share information or ideas with an audience in a way that is understandable and engaging. Specifically, presentation abilities are essential throughout a student's academic career at Van Lang University's Faculty of Foreign Languages. English is more than a communication tool. It has the potential to help EFL students approach internationalization, including job opportunities and cultural experiences. Most importantly, it helps them improve their academic knowledge, which is mostly written in English (Zhang, 2024). For EFL students, a good presentation means more than simply having a clear structure and fascinating material; it also means being proficient in English, as all presentations are presented in English.

General background information

Successful presentations are those that effectively influence groups of people, inspiring and encouraging others, or clearly convey information compellingly and engagingly (Pham et al., 2022). According to Mapgun and Aulia's (2022) research, speaking abilities are challenging due to the five distinct components of English: pronunciation, fluency, grammar, vocabulary, and comprehension. For EFL students, presentation skills are intrinsically linked to their English-speaking proficiency, as the presentations are delivered in English. One of the biggest challenges for EFL students is public speaking, due to numerous factors that cause anxiety when speaking English and presenting, including gender, fear of making mistakes, limited vocabulary, and poor pronunciation (Rumiyati & Seftika, 2018). These challenges have led researchers to explore how AI can serve as a practical solution. A potential approach for addressing these issues is to use technology that enhances public speaking skills.

Common Barriers to Effective Presentation

Common barriers to effective presentation skills include anxiety, lack of confidence, and poor content organization, which often result in vague or unclear presentations. Public speaking anxiety, also known as “stage fright,” is one of the main factors that directly affects the presenter’s ability to communicate naturally and persuasively, hindering audience persuasion (Horwitz, 2010).

Semantics barriers

Language generates semantic limitations. Obstacles may develop in encoding and decoding messages into ideas. Communication barriers include a poor accent, a shortage of slang, unfamiliar terms, and excessive use of technical and literary terms, making presentations ineffective (Manjula, R., 2022).

Lack of confidence

A lack of confidence prevents the presenters from effectively engaging with the audience. It also diminishes their ability to capture attention, ultimately decreasing the effectiveness of the message being conveyed (Daly, Hopf, Sonadre, & McCroskey, 1997)

Poor content organization

Excessive, poorly structured information can confuse the audience, making it difficult for them to follow and reducing their ability to absorb the content effectively. According to Lim et al. (2024), presenting information in a clear, coherent, and logically structured manner is important for improving audience absorption.

This study was carried out at Van Lang University, involving pupils from the Faculty of Foreign Languages using English as the medium of instruction. Based on the information provided above, the most common barrier students at the school encounter is a lack of confidence, and their language skills — such as pronunciation, word choice, grammar, and so on — are still not sufficient. This research paper demonstrates the usefulness of AI applications in improving students' language skills and self-confidence in the Faculty of Foreign Languages at Van Lang University.

AI Tools used in Presentation Skills

AI tools can analyse speech and its pace, and provide immediate feedback to significantly improve the presenter’s performance (Wang et al., 2020). AI tools with advanced features are currently on the rise, acting as virtual coaches and including features such as speech analysis and virtual environment design. The integration of AI platforms serves as a virtual coach,

helping users reduce speaking anxiety and improve performance through guided practice (Mei et al., 2024). These tools have been applied in many previous studies in presentation rehearsal.

Current AI tools can provide real-time feedback on voice, speech rate, and body language, enabling presenters to quickly adjust for greater effectiveness (Padia et al., 2024). For example, AI software with integrated speech analysis can detect issues with tone or intonation and quickly offer solutions to enhance presentation effectiveness (Tanveer et al., 2015). Additionally, AI systems with built-in virtual assistants help users create practice spaces tailored to individual needs, allowing them to practice more and build confidence for public speaking in front of a crowd (Spyridonis et al., 2024). Specifically, AI tools like Yoodli and Orai can capture speaking speed, pauses, use of filler words like "uh," "ah," "uhm," and volume, providing instant suggestions (WhyLabs, n.d.).

Yoodli AI Application

Pricilia, Irmayana, Rahmansyah, and Lubis (2025) used Yoodli AI to teach speaking to students at Institut Pendidikan Tapanuli Selatan. With the Yoodli AI application, students were able to practice speaking in a comfortable environment, giving them more time to prepare for their presentations. According to the research findings, integrating ICT through the usage of Yoodli AI in speaking significantly improves students' speaking skills. Moreover, Rosyidah's study found that the majority of participants experienced significant improvements in public speaking and greater confidence after using the Yoodli AI application (Rosyidah, 2024).

Orai Application

Deliza and Sadikin (2023) revealed that using the Orai application could improve students' speaking performance. The test findings show a difference between the average pre-test and post-test scores after utilizing the Orai application. These statistics indicate that Orai, an application used to study English speaking, can help students improve their speaking performance more efficiently.

In the study by Halimah, Lustyantie, and Ibrahim (2018), the survey data indicated that Orai can help students correct pronunciation mistakes by providing direct feedback and regulating their speaking pace. In line with Halimah's (2018) study, Suryani's (2019) research also shows similar findings. Additionally, students in this study (Suryani, 2019) reported feeling pleasurable and comfortable in integrating Orai for their speaking practice. It functions as a speech coach (Takahashi, 2017). Orai is powered by artificial intelligence, which gives immediate, personalized feedback on users' public speaking prowess (Douglas, 2017).

Previous studies

Presentation skills are an important factor in both English-speaking and academic environments. However, many EFL students still struggle to communicate ideas effectively, due to language concerns and limited presentation skills (Pham et al., 2022). In this context, AI is becoming a trend as a potential tool to improve various skills, and this research article focuses on applying AI to enhance students' presentation skills, especially EFL students.

According to Dannis (2024), AI functions as an automated feedback tool, helping students practice language skills such as speaking and improving pronunciation. Using speech recognition software, AI can analyze the user's voice and provide instant feedback with a certain level of accuracy on speaking speed, intonation, and pronunciation. Dannis's research also shows that students often achieve higher scores than others on pronunciation tests after

using AI applications for practice. Building on this, Hou (2025) further explored the psychological benefits of AI, noting that it helps improve learners' confidence by providing a non-judgmental learning environment where students can practice and correct their mistakes.

Moreover, Zheng and Huang (2023) examined the effect of AI-generated digital clones on presentation skills. The results showed that AI clones served as positive role models, with effects on speech quality and self-perception. These had shown an increase in pronunciation satisfaction. These findings show that practicing with AI helps students overcome their fear of public speaking by providing a virtual environment.

In addition, the application of AI does not stop at improving speaking and grammar skills; it also helps students self-evaluate and develop soft skills. Maknun (2020) specifically examined the effectiveness of Orai in providing feedback on speaking pace, confidence, coherence, and filler words. The research showed that students who received feedback on these non-verbal cues were able to adjust their body language to become more persuasive and engaging in front of an audience.

Nair's (2025) study found that students became more aware of their speaking habits and proactively improved them, thanks to Yoodli's instant, unbiased feedback on aspects such as speaking rate, filler word frequency, and intonation clarity.

Although the above studies have shown the potential of AI tools, most focus on the level of improvement in the presenter's confidence. This study aims to specifically examine the effectiveness of AI tools in supporting technical aspects — such as pronunciation clarity, coherence, and the organization of ideas —and their impact on anxiety-related psychological factors among EFL students.

In brief, based on previous studies, AI is a useful tool in enhancing English presentation skills. Ji et al. (2023) found that AI helps reduce difficulties in language acquisition and anxiety in foreign languages. Thus, the application of AI can reduce students' concerns about speaking in public.

Gaps in Existing Research

Although existing studies have shown AI's potential to improve EFL students' presentation skills, the long-term impact of AI on retention and independent critical thinking remains unclear. Cha, Han, Yoo, and Oh (2024) and Saúde, Barros, and Almeida (2024) examined short-term benefits, such as immediate feedback and increased confidence. However, these studies have not examined whether these improvements are sustainable or transferable to non-academic settings. Moreover, these studies have not examined whether these improvements are sustainable or transferable to non-academic settings. Concerns have also been raised about ethical and academic integrity, particularly the overreliance on AI tools, which may undermine students' independent thinking and creativity.

While the potential of AI in education is immense, AI tools currently face limitations such as high costs for widespread adoption, accessibility issues, and a lack of standardization across platforms. In addition to addressing data privacy concerns, academic integrity remains a critical priority. It is important to note that this study focuses solely on AI's potential to enhance presentation skills. Therefore, beyond the limitations of AI, such as those mentioned above, is beyond the scope of this paper.

Theoretical Framework

This study is grounded in two theoretical frameworks: Bandura's Self-Efficacy Theory (1977) and Piaget's Constructivist Learning Theory (1976) to explain the effectiveness of AI tools,

when combined with presentation skills, in improving learners' confidence and presentation ability.

Theoretical frameworks such as Bandura's self-efficacy theory provide valuable insights into how individuals become more confident through practice and feedback (Bandura, 1977).

Based on this theory, AI tools have been developed to provide immediate, personalized feedback. For example, there are now papers discussing the use of virtual reality (VR)-based AI technology, in which VR-enabled AI tools allow users to design virtual environments to practice presenting according to their own criteria. According to Bandura (1977), increased self-efficacy leads to greater motivation and persistence, which are essential for improved presentation skills.

Besides, the Constructivist Learning Theory (Piaget, 1976) emphasizes active learning through experience and critical reflection. AI enables learners to engage in simulated environments where they can practice and refine their skills in a controlled yet dynamic setting. Piaget's theory emphasizes that learners actively construct knowledge through learning experiences. Therefore, in safe learning and practice environments that use AI during presentation practice, learners receive feedback and reflection on aspects they did not do well, creating conditions for deeper learning and more comprehensive skill development.

By integrating these two theories, the study aims to demonstrate the effectiveness of AI tools (Yoodli and Orai used in this study) in improving aspects such as information presentation, coherent language, and promoting learners' confidence.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What challenges do EFL students report facing when making classroom presentations?

2. To what extent does Artificial Intelligence enhance the presentation skills of EFL students?

Methods

Study participants and setting

Van Lang University, established in 1995, is described as a private institution. At Van Lang University, presentation skills are used across different subjects. The research investigated approximately 200 English majors during the 2024-2025 academic year. The research was conducted in the second semester of the school year, and the students participating in the survey had accessed and studied through the *Speaking module 4* prior to the survey.

The participants in this study were selected through convenience sampling, involving English-majored students who were available and willing to participate during the second semester of the 2024–2025 academic year. While this method facilitated data collection, it may introduce sampling bias and limit the generalizability of the findings. All of the participants were EFL students with varying levels of English proficiency and familiarity with AI tools such as Yoodli and Orai, many of whom were using these tools for the first time during the course.

Design of the study

This study employed an explanatory mixed-methods approach, beginning with the collection and analysis of quantitative data. Moreover, the qualitative interviews also helped interpret

the initial findings regarding students' problems with presentation skills. At the same time, a survey was conducted to identify suitable AI tools that could help improve their English presentation skills.

Data Collecting Tools and Process

This study used an explanatory mixed-method design, in which quantitative and qualitative data were collected at two different stages. Quantitative data were collected at the first stage using a questionnaire designed in Google Forms to investigate students' self-assessment of their presentation skills, as well as EFL students' perceptions of the effectiveness of AI tools (Yoodli, Orai) in improving their presentation skills. Quantitative and qualitative data are combined to provide a more comprehensive view of the effectiveness of Yoodli and Orai in strengthening students' English presentation skills at Van Lang University.

Quantitative data collection

The study used a questionnaire designed using Google Forms to collect data from about 200 students currently studying at the Faculty of Foreign Languages, Van Lang University, aged 20-22. The questionnaire consisted of 25 items on a 5-point Likert scale (1=Totally Disagree, 5=Totally Agree). These items have been adapted from previous studies on EFL presentation skills and AI-assisted learning, such as Suryani et al. (2019) and Rosyidah (2024). A small-scale pilot test was conducted with five students to refine unclear items before full deployment. The questionnaires were collected and redesigned to fit the context to assess students' perceptions of their presentation skills after applying AI tools to practice improving their presentation skills.

The research questionnaire includes 25 questions designed on a Likert scale with five levels, from 1 (Totally Disagree) to 5 (Totally Agree). The questionnaire is divided into three main parts.

- *Part 1: Overview of Participants (Items 1 to 3)*

  This section aims to capture participants' characteristics, such as gender, year of study, and frequency of participation in presentations during the study.

- *Part 2: Self-assessment on presentation skills (items 4 to 13)*

  This part aims to investigate EFL students' self-assessment of their presentation skills. In this part, the survey aims to help the study understand the difficulties students face when making presentations.

- *Part 3: Evaluating AI tools (Yoodli, Orai) for improving English presentation skills (items 14 to 25)*

Qualitative data collection

Semi-structured interviews were conducted with 5 to 7 students after they had used the AI tool for presentation practice. These students were selected based on their responses to the initial survey, specifically those who had previously used the AI tool for presentation practice and indicated significant improvements in their presentation skills.

Data Analysis

Quantitative Data Analysis

Quantitative data were collected via a Google Forms survey questionnaire containing Likert-scale questions. The responses were automatically compiled and analyzed using descriptive

and inferential statistics. The descriptive statistics in this study are encoded in percentages, providing an overview of how students self-assessed their levels of confidence, fluency, and clarity before and after using the AI tools. Although no specialized statistical software was used in this study, the descriptive results helped identify broad trends and patterns in learners' assessments of their progress in presentation skills.

Qualitative Data Analysis

Semi-structured interviews with five students were recorded and analyzed. Interview data were analyzed using thematic analysis, following Clarke and Braun's (2016) six-step model. This process aimed to identify common themes in students' experiences with Yoodli and Orai, focusing on factors such as user experience, specific features (e.g., real-time feedback, suggestions), and perceived improvements in presentation skills. Rosyidah (2024) used a qualitative research method; data were collected through in-depth interviews. Yoodli and Orai are useful tools in significantly improving users' presentation skills and confidence. Moreover, these tools are effective solutions to the difficulties introverted students face when speaking in front of a crowd.

Ethical considerations within this study

All participants will be clearly informed of the study's aim before taking part. Personal information will be anonymized to protect participants' privacy, and the study will comply with the university's research board's ethical guidelines.

Validity & Reliability

The validity of the study was ensured through careful design of the survey instrument. The survey questionnaire was designed based on previous studies and relevant literature on EFL students' presentation skills, as well as the investigation of the effectiveness of AI tools on this skill. Expert feedback was sought from a lecturer specializing in English language teaching.

Reliability was supported by a pilot study and consistent data-collection procedures. In addition, the data collection process was conducted consistently, at the same time, and with the same criteria as the subject. For qualitative data, triangulation was employed by comparing interview findings with survey responses to enhance the trustworthiness of the findings. In addition, in the quantitative data section, quotes from interviews were compared across two or more responses to ensure reliability and avoid subjectivity.

Results/Findings

This study surveyed 278 students from the Foreign Language Department at Van Lang University, comprising 170 females, 101 males, and seven students who preferred not to disclose gender. Participants included students across four years: 96 freshmen (34.5%), 59 second-year students (21.2%), 84 third-year students (30.2%), and 39 seniors (14%).

Students' Perceptions of Challenges

This section consists of 10 questions (items 1-10) to assess students' self-assessment of their presentation skills. The results of the item show a variety of students' confidence levels, notably in presenting ideas in English and in adjusting stress when presenting.

Table 1

EFL students' self-assessment of their presentation skills

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
1	I feel confident when presenting in front of an audience.	13.3 %	17.3%	25.5%	27.7%	16.2%
2	I can manage stress while presenting to a large audience.	10.1%	17.6%	23.4%	38.1%	10.8%
3	I am confident in my English language ability when presenting.	12.6%	16.9%	30.2%	28.1%	12.2%
4	I often find it difficult to express ideas in English during presentations.	6.1%	25.9%	23.7%	33.1%	11.2%
5	My language skills (pronunciation, grammar, and vocabulary) are good enough for effective English presentations.	12.2%	14.4%	26.6%	35.6%	11.2%
6	I feel confident answering audience questions after a presentation.	8.6%	21.2%	31.7%	26.6%	11.9%
7	I feel that my content organization skills are still weak when presenting.	12.6%	26.6%	29.9%	24.8%	6.1%
8	I believe I can present fluently without extensive preparation.	22.3%	30.2%	18%	23%	6.5%
9	I often lose focus or forget ideas during presentations.	9.7%	31.3%	26.3%	26.3%	6.5%
10	You assess that your presentation skills have improved.	4%	12.2%	43.5%	32%	8.3%

Table 1 showed that a considerable number of students (approximately 16.2% to 27.7%) reported moderate to high confidence in delivering presentations. Specifically, 40.3% of participants rated themselves as confident presenters, suggesting that while many felt capable, there is room for improvement, as a notable portion reported hesitance.

In item 2, the highest percentage of positive responses across all items, with 38.1% of students responding *"I can manage stress while presenting in front of a large group."* However, a response rate of 10.8% selecting "Totally agree" (TA) indicates that many students feel it is not too difficult or burdensome to present a topic to an audience, but few are truly confident in their ability to do so.

Several students reported that AI tools helped reduce anxiety, with Student B stating, *"After practicing with AI tool, presenting in front of my audience didn't make me anxious anymore."*. Moreover, student T said, *"Because of the practicing beforehand, the AI tool really helped ease my anxiety when I officially presented my speech." "I feel more comfortable and less anxious, because of AI didn't interfere my speech and it gave me immediate feedback, helping me can practice more before the official presentation."*

In terms of language skills, item 5 showed that students are relatively well-equipped to present effectively, with positive responses accounting for almost half of the total survey respondents, indicating that students are quite confident in their language skills.

In items 7, 8, and 9, there is a prominent point: It is possible that half of the students in the survey were not prepared to present without proper preparation and practice. The reasons for

this lack of confidence can stem from many factors. Due to their limited vocabulary, grammar, and fluency, this leads to ineffective content organization. In addition, English learners in Vietnam often focus more on grammar and pronunciation than on speech structure, leading to a lack of coherence in the composition of the speech (Pham et al., 2022). A common reason mentioned previously is that students have not had sufficient access to formal instruction or to specific feedback on content organization from teachers or peers (Al Jahromi, 2020). Therefore, these figures revealed significant shortcomings in the quality of organizational content, preparedness in presenting, and self-evaluation skills.

Effectiveness of AI tools (Yoodli, Orai) in enhancing English presentation skills

This section examines the effectiveness of Yoodli and Orai tools in helping students practice and improve their English presentation skills. The survey results show that these tools have positive effects on pronunciation, reduce filler words, and help reorganize content. However, the effectiveness of aspects such as body language is still unclear.

The responses show students' perceptions of the AI tool's effectiveness compared with traditional practice methods. Although the responses were not unanimous, those that agreed showed the potential of AI support to help students practice and improve their presentation skills.

Table 2

Student Self-assessment on the effectiveness of AI tools (Yoodli, Orai) in enhancing English Presentation skills

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
11	AI tools help improve my pronunciation and tone when presenting.	5%	11.5%	42.1%	29.9%	11.5%
12	Yoodli, Orai, and other AI tools help me identify and reduce **FILLER WORDS** during presentations.	3.6%	9.7%	56.1%	20.9%	9.7%
13	Yoodli, Orai, and other AI tools help me **IMPROVE CLARITY AND COHERENCE** during presentations.	3.2%	4%	51.4%	30.9%	10.4%

Table 2 presents positive statistics for items 11, 12, and 13, indicating that students appreciate the effectiveness of these tools in improving their language presentation skills.

> *"I found that the voice feedback was useful for me – it gave me some suggested in volume and me speed."* (Student B). Similarly, the other interviewees also gave the same opinion. For instance, the AI tool's speech recognition was accurate, offering suggestions on when to slow down or emphasize certain parts. Besides that, student T said that: *"The feedback on intonation was limited because it delivered in text form, audio samples would have been more helpful in helping my shadowing and practicing more on my pronunciation."*

Table 3

Student Self-assessment on the effectiveness of AI tools (Yoodli, Orai) in enhancing English Presentation skills

14	I notice improvement in organizing ideas and delivering messages after using the tools.	3.2%	7.6%	45.7%	34.9%	8.6%
15	AI tools help me control my speaking pace and pauses while presenting.	5.4%	7.6%	47.8%	29.1%	10.1%
16	I find AI feedback valuable in adjusting my voice and posture when presenting.	5%	6.1%	46.4%	30.2%	12.2%
17	I feel more confident when using Yoodli and Orai to practice presenting.	4.7%	4%	54%	26.3%	11.2%
18	Using Yoodli and Orai helps me overcome anxiety before presenting.	5.8%	5.8%	51.1%	26.6%	10.8%

These findings reveal that AI tools such as Yoodli and Orai are effective in helping students improve their language presentation skills across academic and professional contexts, including content organization, delivery speed, and content clarity. Furthermore, it helps in language skills, such as improving pronunciation for students in item 1. However, the effect on the non-linguistic or emotional factors (anxiety control, self-confidence) still has a clear response, but this remains limited.

> *"I find Yoodli tool helps me increase my confidence significantly. (I practice more, get immediate feedback)"* said student B (personal interview). Similar to the responses of students D, T, and H. And H added that, when using the tool to practice, because H had more time to prepare and received feedback from the Yoodli tool, H was able to promptly adjust and become more familiar with the context and presentation content.
>
> Student B said: *"Yoodli tool helped me restructure my speech. It gave me some suggestions reordering the idea of my script, making it more coherent."*
>
> Similarly, Student T said: *"My presentation was scattered, but after using Yoodli, the app helped me to present my ideas in a more organized manner and more attractive."* Moreover, students H and T also have the same opinion about this feature. This feature helped them improve the flow of their content by logically placing certain sentences.

Table 4

EFL Students' assessment on providing useful suggestions for AI tools

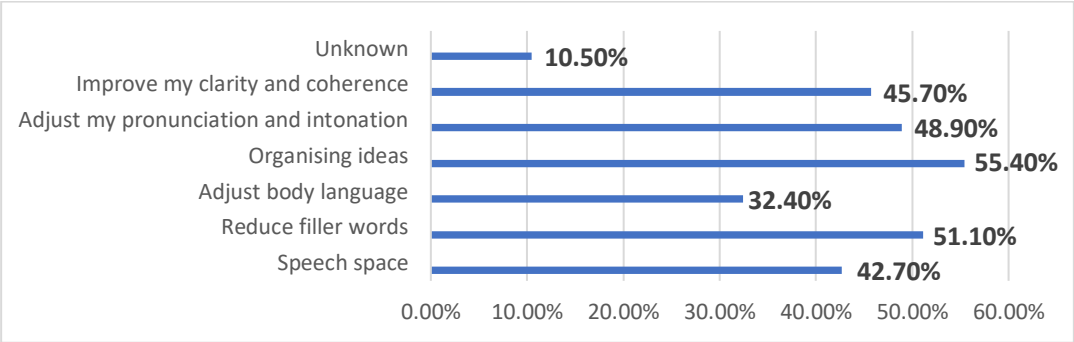
Items	**Questionnaires**	**1 (TD)**	**2 (D)**	**3 (N)**	**4 (A)**	**5 (TA)**
19	The tools provide useful suggestions for improving presentation skills	5.4%	6.8%	45.7%	27.7%	14.4%
20	I can customize settings based on my needs.	5.4%	4.3%	50.9%	24.9%	14.4%

Table 4 presents students' feedback on the effectiveness of AI tools (Yoodli, Orai, etc.) in improving presentation skills. These statistics consisted of two aspects: whether the tool can effectively customize the personalization context for users and provide useful editing contributions.

Overall, the data table above shows students' feedback on the effectiveness and usefulness of the tools, with the majority giving high positive reviews, and the percentage of neutrals is also high, while negative experiences remain low. This illustrates that AI tools are undeniable in improving students' presentation skills. In addition, the high neutrality rate suggests that students need additional instruction and training to maximize the benefits of these tools.

Figure 1.

Students' assessments of the effectiveness of AI tools in improving aspects of presentation skills



Based on the statistics, the graph shows that the highest rate was recorded for the "Organising ideas" item at 55.4%, indicating the AI tool's effectiveness in responding and suggesting edits and rearrangements to help improve content. The tool's effectiveness followed this in "Reduce filler words" with 51.1% of students agreeing on this effectiveness, indicating that the tool is effective in helping learners limit the insertion of buzzwords such as "uhm", "ah" as one of the key criteria to help students gradually improve the fluency and coherence of their presentations. Overall, the majority of students (over 50%) agreed that AI tools improved their pronunciation, organization, and ability to reduce filler words.

The overview outlines the effectiveness of AI tools in improving presentation skills—both language and content—and in presenting effectively. However, AI is still limited in terms of feedback on body language and gestures. Similarly, Pham et al. (2022) also found that students had difficulty integrating AI tools due to a lack of guidance.

Figure 2.

Report on Students' Perception of AI Tools Compared to Traditional Practice Methods

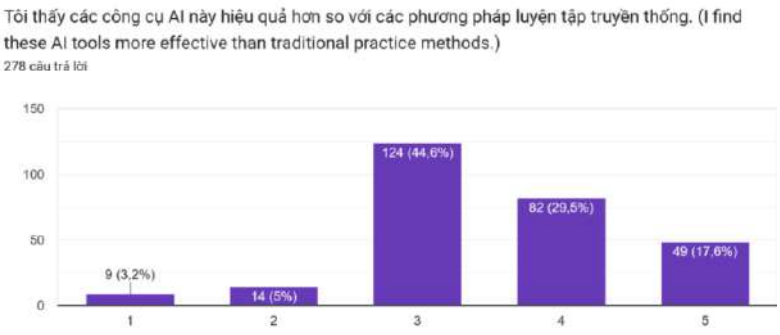


Figure 2 provides student feedback on the effectiveness of AI tools in improving presentation skills compared to traditional practice methods.

Student T shared: *"Although the feedback from Yoodli is very detailed, it is only in abstract text form, making it difficult for me to visualize and adjust. So I think about this aspect, if there is direct guidance, it will be easier for me to visualize and follow."* However, some students shared more obvious benefits. Student B stated that: *"I recognize weaknesses and quickly adjust thanks to the immediate feedback feature, so I feel more confident when presenting."* Student H also agreed with the above idea.

> *"I prefer using AI tools because they help me feel more confident without the fear of immediate human judgment"* (Student D).

"With AI, I can practice without pressure, and the instant feedback is very helpful for improvement" (Student H).

In summary, the largest recorded response was still at level 3 ("Neutral" (N)), indicating that students were still divided between complete denial of AI's effectiveness and benefits and consideration of its uses over traditional training methods. Nevertheless, although there was no absolute consensus that students were fully confident in AI's ability to help, the table shows that the data was strongly skewed toward the positive, indicating that AI has great potential to support practice and improve students' presentation skills compared to traditional methods.

User's experience

This section aims to survey the tool's user experience. The feedback results show that there is still a need for guidance to enhance the user experience and help users make the most of the tool's features.

Table 5

Operation and interface

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
21	The interfaces of AI tools like Yoodli and Orai are designed to make colors, layouts, and fonts easy to use.	5.8%	4.3%	46.8%	29.1%	14%
22	You can easily find key features.	4%	6.1%	46%	27.7%	16.2%
23	It is easy to analyze your presentation.	4%	7.9%	44.2%	30.6%	13.3%
24	The tools that analyze and provide instant feedback.	4.3%	7.2%	48.6%	24.8%	15.1%

In Table 5, the majority of responses were recorded as "Neutral" (N) across all four items. However, it is worth noting that the proportion of students who respond positively (A and TA) is higher than the proportion who respond negatively (TD and D).

In summary, according to Table 4, Most students found the AI interface user-friendly, though a significant proportion remained neutral, indicating a need for better orientation.

The high neutrality rate, and some negative feedback ("Completely disagree" (TD) and "Disagree (D)) suggest that experimentation and incorporation of tools in practice should be guided, information captured to enhance the experience for the user, and the skill of using tools effectively.

Discussion

Based on the above neutral responses, it is important to provide training and guidance sessions for integrating AI tools into teaching and learning. This is to help both teachers and learners better understand the tools, thereby enabling more grounded assessments.

Based on student feedback, there was a positive trend in AI's effectiveness in helping students practice, provide feedback, and improve presentation skills. This finding reinforces the positive impact on technical aspects, such as speech rate, content organization, and pronunciation in the target language. Similar to the research by Padia et al. (2024), AI tools' ability to provide detailed, immediate feedback helps students improve their presentation performance.

In addition, certain limitations still exist; for example, in supporting emotional elements, body language has not been particularly effective. Some of the feedback indicates that they still choose to remain neutral when evaluating the effectiveness of AI tools in aspects such as postural adjustment and facial expressions. Similar to Nair's review (2025), the findings show that students tend to need instruction from real people and real-world learning models to maximize the benefits of AI tools. In this study, Nair evaluates the effectiveness of Yoodli.

Regarding helping students gain confidence and reduce anxiety, this is mainly due to the practice and the preparation in advance. In addition, the personalized feedback from the AI tools allows users can recognize and correct errors in a timely manner before they are formally presented to the audience. Similarly, Hou (2025) found that AI helps improve learners' confidence by providing a non-judgmental learning environment, where students can practice and correct their mistakes.

In conclusion, while AI tools such as Orai and Yoodli are effective in helping students improve their presentation skills, particularly in language and clarity. In addition, to maximize AI's capabilities, there is a need for instruction and for combining AI models with traditional learning methods to help students integrate and leverage technology to enhance their professional skills. Similar to the findings, the effectiveness of AI is affected positively but still needs to be combined to be guided (Kim, Merrill Jr, Xu, & Kelly, 2022)

Despite the positive feedback on the effectiveness of Yoodli and Orai, the study has some limitations. The sample size remains limited, as it was conducted only with EFL students, which may affect the study's conclusions. In addition, the study's responses depend on self-assessment, so they will be subjective. Future research should increase sample size and diversify across disciplines and approaches to minimize subjective bias.

Conclusion

This study set out to tackle a persistent issue in EFL classrooms: many students know their material well but struggle to present it fluently, confidently, and in an organized way. By bringing Yoodli and Orai into their regular practice, students showed clear progress—not only in pronunciation, vocabulary, and structure, but also in the confidence and independence they brought to their work. Many described these tools as more than just evaluators; they felt like supportive guides, offering instant, specific feedback that encouraged steady improvement. While no technology can take the place of a teacher's insight and encouragement, the findings show that AI tools can play a strong supporting role. The key for educators is to weave them into teaching in ways that enhance classroom learning, giving students more opportunities to practise, reflect, and grow into capable, assured presenters.

Limitation

As the study focused solely on EFL students from the Department of Foreign Languages, the small sample size and short duration limit the generalizability and understanding of long-term effects. Because of the limited implementation and data-collection time — only about 4 weeks — the long-term impact and effectiveness of the AI tool are not clearly reflected.

Objective factors in the data, such as individual differences in learning habits, frequency of participation in presentations, and proficiency with technology, can affect survey results, even though participants were informed of these factors during survey design. These limitations highlight areas for further investigation.

Implications for Educational Practice

Based on the data analysis in Chapter 4, the study encourages integrating alternating support activities between direct instructors and online tools to maintain a balance between technology use and academic integrity. Without proper support from instructors, students may not fully benefit from these technologies. Educational institutions should organize training sessions and workshops and share experiences with using the tools for both teachers and learners to enhance user learning and maximize the tools' utility.

Incorporating tools into the traditional teaching and practice process helps create an effective learning environment. This approach and combination encourage students to learn on their own and help reduce lecturers' workload when they cannot closely monitor each individual's progress.

Implications for Future Research

Future studies should use more survey designs, such as longitudinal assessments, to better document the long-term effectiveness of the tools. Include multiple stages of objective assessment, along with self-reported responses, to reduce subjectivity.

Future studies should expand both the research methods and the scope of the study. Further studies should include a more diverse group of subjects, with students from different majors. Diversity in participants helps provide a more comprehensive perspective on the practicality of research on the effectiveness of AI tools in a variety of educational contexts.

Specifically, to evaluate the long-term impacts of AI tools on learners' presentation skills, studies can focus on the effectiveness of each feature to further assess the tool's impact on each aspect of presentation skills, such as intonation, body language, and audience interaction. These are able to specifically identify the highly effective features of AI tools in improving EFL students' presentation skills.

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EFL Teachers' Perceptions of Utilizing ChatGPT in Designing Lesson Plans for IELTS Reading Skills

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ABSTRACT

Artificial Intelligence (AI) has been developed rapidly, contributing positively to language teaching and serving as an assisted tool for teachers in preparing lesson materials. The paper explores EFL teachers' perceptions of ChatGPT in designing lesson plans for IELTS Reading Skill, aiming to identify both the opportunities and challenges of its use. The study employed a quantitative research method, collecting data via a Google Forms questionnaire from 54 EFL teachers in Vietnam to explore the efficiency of using ChatGPT in creating IELTS Reading lesson plans. The results showed that using ChatGPT in designing lesson plans for Reading IELTS is a promising method due to the flexibility of suggesting detailed questions, tasks, and reading strategies as well as reducing the teachers' time and effort; however, the difficulties including the lack of suitable prompt and the concern of reliability of ChatGPT-generated content when using ChatGPT are still a massive concern for EFL teachers. The findings suggested that, while ChatGPT offers potential benefits, its outcomes still depend on teachers providing suitable prompts to achieve desirable results and on reassessing the materials to ensure they align with lesson objectives.

Keywords: ChatGPT, IELTS Reading Skill, lesson plans, English Foreign Language (EFL), teachers' perception

Introduction

The International English Language Testing System (IELTS) is a widely recognized assessment of English language proficiency for millions of people worldwide, providing opportunities for employment, education, or immigration. For some English learners, the reading component is challenging to master, requiring them to evaluate, comprehend, and decipher complex texts within a limited time. According to Dinh and Dinh (2019), Reading tests often discourage learners due to lengthy passages and extensive academic knowledge acquisition. Additionally, Vo et al. (2023) found that Vietnamese English as a Foreign Language (EFL) students often encounter difficulties with IELTS reading tests, including time management and a lack of vocabulary to answer questions based on the given passages. These challenges underscore the need for thorough practice and effective strategies for learners to overcome IELTS Reading test

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challenges. In this case, EFL teachers play a vital role in guiding students on how to handle different tasks in IELTS Reading, especially in carefully designing lesson plans that include reading instructions, techniques, and exercises to help students complete reading tasks effectively. However, the process of developing lesson plans is labor-intensive and requires successive creation and thorough evaluation to ensure they are suitable for a range of learning requirements and proficiency levels. König et al. (2021) stated that lesson planning is a laborious task and requires cognitive demands that EFL teachers must meet to create high-quality instruction. According to Nguyen et al. (2020), EFL teachers need to design preparation courses not only based on major teaching materials but also to provide supplementary materials that meet the needs of IELTS learners and address diverse proficiency levels. Due to its labor-intensive nature, teachers may consider using AI tools to assist with this task.

The development of AI-powered applications, particularly ChatGPT, has drawn the attention of teachers due to their significant benefits, such as improving work efficiency, saving time, generating teaching materials, and providing clear teaching instructions. According to Phalaguna et al. (2024), teachers can use ChatGPT to quickly outline a lesson plan that aligns with their students' abilities and requirements by typing prompts. Similarly, Trust et al. (2023) showed that ChatGPT can support teaching, including writing syllabi and providing advice on creating more inclusive activities or lesson plans. Fitria et al. (2024) ChatGPT can help teachers create learning materials such as quizzes or practice questions and produce lesson plans to meet students' needs, saving preparation time. Peachey (2023) noted that designing lesson plans is a time-consuming task, and that using ChatGPT with appropriate prompts can create effective and engaging lesson plans. Additionally, Daza et al. (2024) noted that teachers can use ChatGPT to create instructional procedures and activities to enhance students' reading skills by focusing on understanding meaning, identifying main ideas, and answering text-based questions. These studies agreed that ChatGPT can be utilized to conduct academic work, such as planning lesson instructions, without wasting too much time.

While ChatGPT can be a promising tool to support academic work and reduce teachers' workload, its application in IELTS Reading preparation remains underexplored, particularly in Vietnam. There is little concern about EFL teachers' perceptions of ChatGPT's usefulness in producing lesson plans for IELTS Reading classrooms, thereby fulfilling students' demands and targets. The underexplored question is whether it is an effective chatbot that suggests a lesson plan, including reading techniques and practice exercises, to help students excel on Reading tests. Moreover, in previous studies, the experiences of EFL teachers— whether they can explore the opportunities and challenges of using this tool to design lesson plans—have not been of great interest. This study aims to bridge this gap by exploring Vietnamese EFL teachers' perspectives and identifying the potential and obstacles of using ChatGPT in designing lesson plans with specific strategies and practice activities for reading sessions.

Literature Review

The challenges in the IELTS Reading test

The IELTS Reading exam takes 60 minutes and consists of 40 questions based on three reading passages totaling 2,000 to 2,750 words (IELTS Handbook, 2007). There is a variety of question types, such as multiple-choice, true/false/not given, sentence completion, matching headings, diagram label completion, etc., that appear in the IELTS Reading test. According to Holi et al. (2020), the IELTS reading test is designed to test students' reading skills, including "reading for gist, reading for main ideas, reading for details, skimming, understanding the logical argument,

and recognizing writers' opinions, attitudes, and purpose" (p. 1623).

Numerous studies have examined the obstacles learners encounter in the IELTS Reading exam and the solutions to IELTS Reading challenges. According to Sharif et al. (2023), the difficulties that the learners can encounter in the IELTS Reading test include linguistic challenges from complex sentence structures and vocabulary, the intense pressure of time management to answer 40 questions in 60 minutes, and the confusion arising from question types such as true/ false/ not given while taking the Reading test. Similarly, Vo et al. (2023) indicated that time pressure and lack of vocabulary are the most challenging matters for IELTS test-takers. The study showed that the vocabulary in the reading passages is complex, high-level, specialized, unfamiliar, new, or academic, and that this vocabulary is integrated with the text's complexity and length, which can cause problems in reading and comprehension. Besides time management and vocabulary, Pham and Nguyen (2024) also highlighted the inadequate development of reading skills, such as skimming/scanning, which can affect the effectiveness in performing IELTS Reading tests.

Additionally, Chowdhury (2009) claimed that cultural disparities and inadequate preparation are the other challenges that many learners encounter. A lack of familiarity with the test rubrics and format, as well as critical reading skills, is also a factor contributing to difficulties for learners (Holi et al., 2020). Moreover, the findings of Ahmadian et al. (2016) suggested that affective factors, such as anxiety, pose another challenge by increasing cognitive load, thereby hindering a learner's ability to comprehend the reading task. These challenges can prevent learners from completing the reading test effectively and accurately. Therefore, it is essential for teachers to be aware of learners' challenges in the IELTS Reading test, and to design effective lesson plans that provide solutions and strategies to help learners overcome these challenges and improve their reading skills.

The role of designing a lesson plan in EFL

The lesson plan will serve as a framework for lecturers to deliver their lectures coherently and follow pre-conceived teaching intentions to achieve the desired outcomes. The study of Qassem et al. (2023) emphasized the importance and necessity of a lesson plan are similar to that of an architect who builds a blueprint before building construction, and similarly for a lecturer, it is necessary to develop a lesson plan in which the content of the lecture, teaching methods, techniques, and supporting tools are also expected in this lesson plan. Using qualitative research to investigate essential lesson planning in education, the study found that lesson plans create unexpected benefits, including helping teachers remember all activities and organizing them in class more structurally, based on classroom conditions and students' demands.

In addition, according to Khan (2011), developing a lesson plan is important for lecturers' teaching activities because it helps them manage time for each lesson and stay on track with the lesson objectives. The author applied various methodologies, including the analytic approach, generative word approach, basic reading approaches, communicative approach, and bilingual approach, to emphasize key strategies for lesson planning to improve reading instruction in EFL contexts. The findings showed that lesson planning in an active-teaching direction helped the class promote positivity, self-discipline, proactivity, and creativity among individual teachers and students.

Jamali and Mina (2014) conducted a study investigating the role of lesson plans in EFL classrooms from the perspective of 93 experienced English teachers with AA & BA Degrees and MA & Ph.D. Degrees in Iran. The authors used a quantitative research approach to collect data via a 29-item questionnaire in two parts, designed to determine teachers' attitudes towards

the role of lesson plans in EFL. The data were collected in two forms — paper and online — showing that the majority of teachers agree on the importance of lesson plans in the classroom, which can help teachers maximize time, work, and resources to accomplish lesson goals and objectives effectively.

Benefits of ChatGPT in EFL education

Recent studies have demonstrated the opportunities of integrating ChatGPT into EFL teaching to support teachers in their pedagogical work. According to Dergaa et al. (2023), the remarkable applications of AI models, particularly ChatGPT, have brought significant benefits to teaching and learning. For example, Adiguzel et al. (2023) argued that the development of AI through tools such as ChatGPT brings many benefits to the educational environment in teaching and learning. The study offered recommendations for successfully integrating AI into the educational context to benefit teachers and students while promoting responsible, ethical use.

The study by Balci (2024) investigated the potential of ChatGPT in EFL teaching and learning by conducting a systematic review of 21 articles using various research methods from the prestigious Scopus and Web of Science (WoS) databases to better understand the benefits and challenges of this AI-based chatbot. The results of this study showed that ChatGPT enhances the learning experience and teachers' instructional practice, reduces teachers' burdens on academic tasks such as supporting assessment processes and summarizing academic papers, and saves teachers' time and effort, despite some drawbacks.

Additionally, Derakhshan and Ghiasva (2024) investigated the potential of ChatGPT in teaching, learning, and assessment from the perspective of 30 Iranian research-active EFL teachers who have experience using technologies in the classroom and are familiar with ChatGPT, using a phenomenographic research design and qualitative interviews. The findings highlighted positive perspectives from teachers, including that ChatGPT can reduce teachers' workload, produce teaching materials, and provide immediate feedback on students' performance. Also, it is a potential tool to supplement teaching traditional methods. However, it was assessed that it can reduce creativity and lead to a lack of context and culture in language learning.

Moreover, Nguyen and Tran (2023) conducted a study to examine ChatGPT's potential for English teaching by assessing undergraduates' writing skills. The study employed a qualitative research approach and collected data by randomly selecting 10 essays from advanced English students to evaluate the writing pieces using ChatGPT, based on the Vietnamese Standardized Test of English Proficiency (VSTEP) criteria, to explore the accuracy and effectiveness of ChatGPT's assessment. The results showed that ChatGPT can provide detailed explanations and evaluations of students' essays, including scores and diverse academic vocabulary and grammatical points, making it a useful chatbot for reducing teachers' workload.

Similarly, the study by Kohnke and Zou (2024) examined the impact of using ChatGPT on classroom teaching and lesson preparation, drawing on the experiences of 12 teachers at Hong Kong University through qualitative interviews and thematic analysis of interview data. The findings showed that ChatGPT emerged as an essential tool for lesson planning, as teachers effectively used it to plan English language lessons and to generate in- and extracurricular activities due to its convenience, flexibility, and time-saving features. Also, it showcases the transformative potential of AI in education, which can support pedagogical goals and address students' unique learning needs.

In a related context, Madden et al. (2025) conducted a study of foreign language teachers in Jamaica to investigate how they utilize ChatGPT to support their language teaching. There are

10 English secondary-level teachers among 28 FL teachers (Spanish, French, and English), and all participants have at least 1 year of experience using technology in language teaching. In this study, data were collected using two methods—quantitative and qualitative—through Google Forms, which asked participants about their experience with ChatGPT. The results also show that ChatGPT is an innovation that supports teachers in teaching language, saving time and effort when gathering information.

Likewise, Nguyen's (2023) study provides insights into the perspectives of 20 EFL teachers at Van Lang University, exploring the potential uses of ChatGPT in teaching writing by employing both quantitative and qualitative data collection methods, including online surveys and interviews. The data collected revealed that instructors have a positive view of this Chatbot tool in their writing classes. With its unlimited resources that can meet various demands and levels, ChatGPT is seen as a beneficial tool for designing lesson plans and student tasks.

Zaiarna et al. (2024) investigated EFL teachers' perceptions of using ChatGPT in their teaching and assessment practices, employing qualitative and quantitative methods to analyze their feedback. They collected data through a Google Form survey conducted from January to March 2024, with 36 EFL professors of higher education institutions. The study revealed a range of satisfaction levels —from moderate to high —among teachers who used ChatGPT in their EFL classes, with several benefits, including creating exercises, facilitating assessment, and supporting lesson planning. Nonetheless, some challenges were identified, such as inaccurate tasks or the need for thorough proofreading, which requires further guidelines to effectively use ChatGPT in teaching.

Challenges and limitations of ChatGPT's application in EFL education

Besides the potential benefits ChatGPT offers for the EFL teaching process, many studies have focused on the pitfalls teachers need to consider. The paper by Galip Kartal (2023) highlighted the drawbacks and challenges of integrating ChatGPT into language learning, aiming to support a deeper understanding of the connection between technology and teaching. According to the paper, the findings showed that the integration of ChatGPT for language learning was imbalanced due to circumvention of academic responsibilities, insufficient verification of information accuracy, Western cultural bias, and insufficient knowledge of real-world contexts, which were significant concerns that could affect the lessons.

Another paper by Wang et al. (2024) aimed to provide deeper insights into integrating ChatGPT to improve teaching and learning quality, using a systematic literature review to draw on numerous previous papers and identify the potential and challenges of using ChatGPT in English teaching. This study collected data from Scopus and Web of Science (WoS) to identify 212 related articles, selected the sample, and carefully narrowed it to 83 reviews. The results showed the negative impact of ChatGPT, including the inaccuracy of the information it provides, over-reliance on it, and the lack of teacher training to integrate this AI tool into the classroom.

Similarly, a study by Meniado (2023) explored both the positive and negative influences of ChatGPT on English language education and evaluation. The author also identified articles through a systematic review of literature across two databases, WoS and Scopus. The versions of ChatGPT in these relevant articles are 3.5 and 4.0, and the publications were between November 2022 and August 2023. The data were then analyzed using a deductive and inductive approach, investigating the problems of ChatGPT in English language teaching and assessment, including inaccurate or nonexistent responses, overreliance, weakening of skills such as critical and creative thinking, and endangering the privacy of teaching data. By conducting this study

on the integration of ChatGPT into English teaching and evaluation, the author provides an in-depth understanding of its optimal use to improve English teaching performance.

In addition, Aryal (2024) examined the challenges and opportunities of integrating ChatGPT into their teaching practices using a qualitative method and collected data through semi-structured interviews to provide a thorough exploration of five English instructors' perceptions of ChatGPT's use in teaching. The results showed that pedagogical and technical challenges arose from teachers' experiences, such as difficulties with the ChatGPT interface and adapting teaching methods. This suggests that teachers need to have extensive professional development to understand how technology can support their educational objectives.

Moreover, the study by Robert et al. (2023) explored the benefits and challenges of using ChatGPT in EFL classrooms to assess the tool's quality in supporting language learning and teaching tasks. The authors used a qualitative approach, combined with representative examples such as Q&A results and classroom activities, as well as real applications that students can use to participate in ChatGPT conversations and model sentences, thereby highlighting the interactive nature of educational settings. The findings showed severe difficulties, including privacy concerns, challenges with handling complex tasks, and an overreliance on teachers' prompts to produce appropriate responses without flexibility or creativity.

Overall, the studies above were conducted in different countries to explore the benefits and challenges of ChatGPT in EFL education. Based on the results and findings of previous studies, such as the studies of Derakhshan and Ghiasva (2024), Zaiarna et al. (2024), Balci (2024), and Zaiarna et al. (2024), have highlighted the benefits of ChatGPT to support teachers in various teaching tasks such as generating teaching materials, providing feedback and assessment, and designing lesson plans. Also, the studies by Wang et al. (2024), Robert et al. (2023), and Meniado (2023) focused solely on the challenges of ChatGPT in general teaching or assessment. While Balci (2024) and Zaiarna et al. (2024) showed ChatGPT's potential ability to design lesson plans, the study does not specifically focus on the IELTS exam. There is still limited, focused exploration or overgeneralization about the effectiveness and barriers in targeted investigations into creating lesson plans, specifically for the IELTS Reading skill. The potential of AI-generated lesson plans for IELTS Reading skill classrooms to support both teachers and students remains underexplored in existing studies.

Additionally, most of these studies have been conducted in international contexts, which has received insufficient attention to its application in the Vietnamese educational context. There is a lack of research on how Vietnamese EFL teachers perceive and use this AI-powered chatbot in their teaching practices. Thus, this study aims to address these gaps by exploring EFL teachers' perceptions of using ChatGPT to produce lesson plans, with a focus on its potential and barriers, to assist EFL teachers in completing this laborious task and delivering more qualified teaching instructions.

Research Questions

The purpose of this study is to analyze EFL teachers' perceptions of ChatGPT's effectiveness in designing lesson plans for the IELTS Reading Skill. Additionally, the study explores the opportunities and challenges of using this AI tool to produce lesson instructions for future research. The research questions below will be answered to explore the aims of this study:

1. What are the perceptions of EFL teachers in using ChatGPT to design lesson plans for the IELTS Reading skill?
2. What are the opportunities and challenges that EFL teachers face in utilizing ChatGPT for creating effective lesson plans?

Methods

Participtants

This study employed a quantitative research methodology, employing an online survey to investigate the challenges and perceptions of EFL teachers when using ChatGPT to design lesson plans for IELTS reading skills. Between January and February 2025, Google Forms were used to gather data from a sample of 54 EFL teachers from different schools in Vietnam, including public and private universities, language institutions, and high schools. Participants were selected using a non-probability convenience sampling method. All participants have taught English as a second language, and 72.2% (39 out of 54) reported that they are currently teaching IELTS. The remaining 15 participants, while not teaching IELTS at the time of conducting the survey, indicated an interest in and have exposure to the IELTS context and format for their teaching tasks, making their perspectives also relevant to this study. Participants' teaching experience in English ranged from 1 to more than 10 years, providing a broad range of views on how to use AI tools like ChatGPT in the classroom.

Survey Instrument

The survey consisted of three parts. The first portion requested demographic information, including the teacher's workplace, teaching experience, and frequency of prior ChatGPT use. The second and third part consisted of 5-point Likert-scale (SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree) and multiple-choice questions that asked teachers how well they thought ChatGPT worked in preparing lessons and the problems they anticipated when using ChatGPT, such as the reliability of the content, the amount of time available, and the level of assistance their school provided. Based on an initial review of the literature on AI in education, the questionnaire items were created specifically for this project. To make the instrument more trustworthy, five EFL teachers took part in a preliminary test of the survey. Their comments helped the authors clarify the questions and make them more relevant by adjusting the phrasing and format. An experienced English teacher also reviewed the final version to ensure it was suitable for the target audience and that it was face-valid.

Data Collection and Analysis

The researchers used Google Forms to create an online questionnaire and had participants fill out the form. The authors exported the completed responses data to Microsoft Excel, allowing them to review it. The authors used descriptive statistics, such as frequencies and percentages, to summarize the responses and created bar charts and graphs to help people understand the statistics.

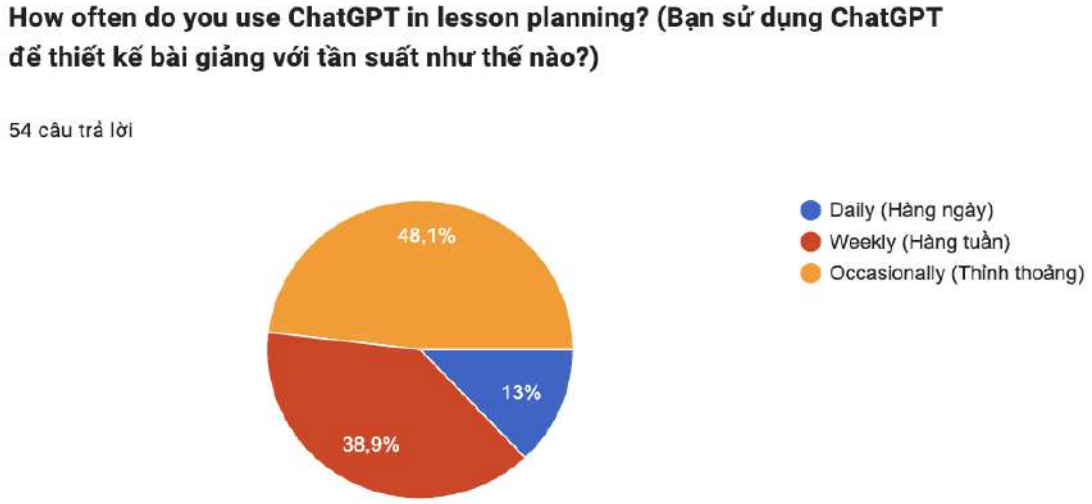
Although it has some benefits, the survey method has several drawbacks. Responses may be biased because people are reporting their own opinions, they may not fully comprehend the questions, or they may not be genuinely interested in the survey, which could decrease reliability (Gillham, 2000). To mitigate these dangers, the survey was carefully reviewed and evaluated before distribution.

Results/Findings

EFL teachers' perceptions of the frequency of using ChatGPT for making lesson plans

Figure 1.

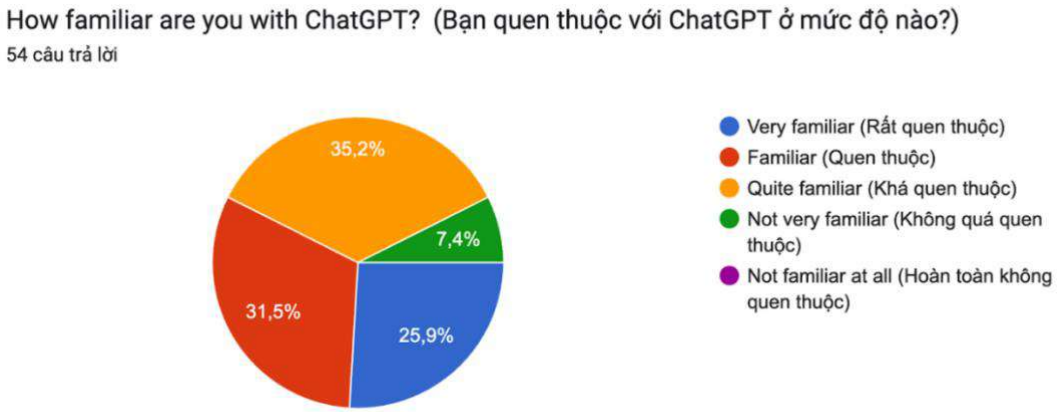
The frequency of using ChatGPT for designing lesson plans



The data collected from 54 participants provide insight into IELTS trainers' perceptions of ChatGPT as a supportive tool for creating lesson plans. Across all respondents, Figure 1 shows the frequency with which EFL teachers use ChatGPT for lesson planning. Among 54 respondents, nearly half of teachers (48.1%) reported using ChatGPT occasionally, indicating that, despite AI gaining greater recognition, it is not a vital part of most teachers' lesson-planning process. Besides, 38.9% of respondents use ChatGPT every week, which demonstrates the consistent use of AI tools in their lesson design. A small percentage of participants (13%) use ChatGPT daily to plan lessons. Some factors leading to this result are that teachers may cope with time management, lesson complexity, and fear of insufficient tasks in their lesson plans, so many EFL teachers may rely on ChatGPT regularly.

Figure 2.

Familiarity with using ChatGPT to build IELTS Reading lesson plans.



Moreover, Figure 2 shows the levels of familiarity EFL teachers have with ChatGPT. Of 54 respondents, 35.2% of EFL teachers feel quite familiar with ChatGPT, suggesting they can use

it but may not fully utilize its functions. Similarly, most teachers have a solid understanding of ChatGPT's operation and are more proficient and "Familiar" in designing IELTS Reading lesson plans for students, accounting for 31.5%. This group incorporates ChatGPT into their preparation workflow but may not yet rely on it as a primary tool.

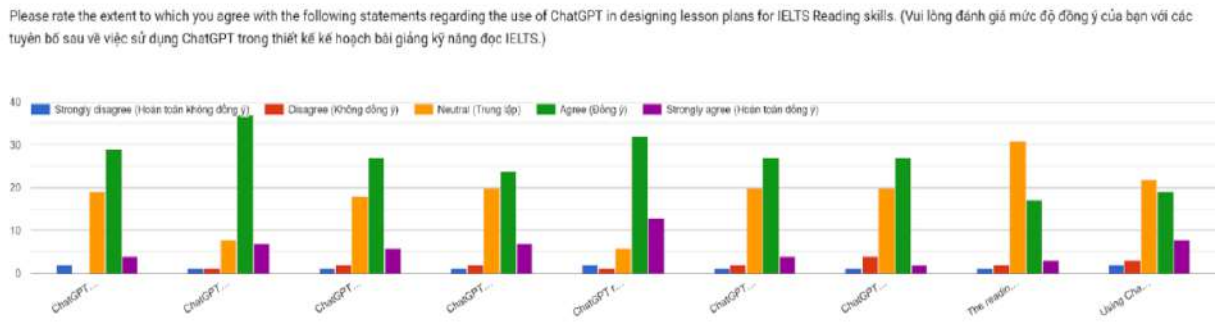
In addition, ChatGPT integration is recognized as a valuable tool, with 25.9% of participants likely to use it frequently to contribute to their lesson plans. These EFL teachers can maximize ChatGPT's capabilities by using it professionally for reading and assessment generation, which serves as a valuable partnership for training other teachers to integrate AI into lesson planning more effectively. However, a small proportion (7.4%) admitted they are not very familiar, suggesting limited exposure to ChatGPT. This suggests that while AI adoption is widespread nowadays, some EFL teachers need practical experience and knowledge of themselves to make their IELTS Reading lesson plans more useful and appropriate for each student level. Surprisingly, no respondents selected "Not familiar at all", which indicated that all teachers who did this survey have an awareness of ChatGPT's capabilities and understand the growing presence of AI in educational contexts, even among those who do not use it regularly.

These results illustrate that while most EFL teachers in IELTS training have a moderate to high level of familiarity with ChatGPT, deeper engagement and understanding of its potential for lesson planning and instructional design are still being developed. Providing professional development opportunities, workshops, and best-practice guidance can help reduce the gap for those with less experience.

EFL teachers' perceptions of the advantages of utilizing ChatGPT in designing IELTS Reading lesson plans

Figure 4

The advantages of ChatGPT in designing lesson plans for IELTS Reading Skill



The data from Table 1 suggest that EFL educators perceived ChatGPT as effective for designing lesson plans, though assessments of its accuracy and reliability vary. The results showed most uncertainty, agreement, and strong agreement, with a small proportion of disagreement and strong disagreement, reflecting the potential to integrate AI tools, especially ChatGPT, into IELTS teaching specifically and English language teaching in general.

After analyzing the data from Table 1, most respondents appreciated ChatGPT's ability to provide useful suggestions for lesson content, including vocabulary, question types, and strategies, with 68.5% agreeing and 13.0% strongly agreeing. In addition, more than half of the participants (53.7%) agreed that this chatbot is considered a useful tool for producing structured lesson plans that align with IELTS Reading requirements. This indicates the usefulness of using ChatGPT to determine how to provide reading strategies and vocabulary related to the topics, so they can design a more structured lesson plan.

Table 1.

Survey results on the advantages of ChatGPT in designing lesson plans for the IELTS Reading Skills

Items	Questionnaire	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
1	ChatGPT helps me create structured lesson plans that align with IELTS Reading requirements.	2 (3.7%)	0 (0.0%)	19 (35.2%)	29 (53.7%)	4 (7.4%)
2	ChatGPT provides useful suggestions for lesson content, including vocabulary, question types, and strategies.	1 (1.9%)	1 (1.9%)	8 (14.8%)	37 (68.5%)	7 (13.0%)
3	ChatGPT provides reliable explanations and justifications for IELTS reading answers.	1 (1.9%)	2 (3.7%)	18 (33.3%)	27 (50.0%)	6 11.1%)
4	ChatGPT helps me create diverse and engaging lesson activities to improve students' reading comprehension.	1 (1.9%)	2 (3.7%)	20 (37.0%)	24 (44.4%)	7 (13.0%)
5	ChatGPT reduces the time required to prepare IELTS Reading lesson plans.	2 (3.7%)	1 (1.9%)	6 (11.1%)	32 (59.3%)	13 (24.1%)
6	ChatGPT helps me customize lesson plans based on my students' proficiency levels and learning needs.	1 (1.9%)	2 (3.7%)	20 (37.0%)	27 (50.0%)	4 (7.4%)
7	ChatGPT provides a variety of texts with different difficulty levels.	1 (1.9%)	4 (7.4%)	20 37.0%)	27 (50.0%)	2 (3.7%)
8	The reading texts generated by ChatGPT are appropriate for IELTS Reading training.	1 (1.9%)	2 (3.7%)	31 (57.4%)	17 (31.5%)	3 (5.6%)
9	Using ChatGPT in lesson planning encourages me to explore new teaching strategies.	2 (3.7%)	3 (5.6%)	22 (40.7%)	19 (35.2%)	8 (14.8%)

Thanks to its helpful suggestions for lesson content and structured lessons, ChatGPT significantly reduces the time required to design lesson instructions. In addition, more than 50% of participants admitted that ChatGPT can provide reliable explanations and justifications for IELTS reading questions, which can be seen as a supportive tool for both teachers and students when solving the Remarkably, a majority of participants agreed (59.3%) and strongly agreed

(24.1%) that this AI chatbot makes creating lesson plans a less time-consuming task, reducing time on lesson planning and allocating more time to preparing other pedagogical works effectivelyanswers of reading sections to provide detailed explanations and enhance their reading skills. This illustrates that ChatGPT can not only support teachers in their primary work but also help learners improve their reading skills and foster self-learning by providing explanations, reading strategies, and additional practice questions.

Nonetheless, it is evident that not all statements received significant agreement from participants. Typically, a significant number of respondents (57.4%) showed uncertainty about whether ChatGPT-generated comprehension reading passages are appropriate for IELTS training. Besides that, although a large number of participants agreed that ChatGPT provides useful suggestions for content such as vocabulary or strategies, 31 out of 54 participants are unsure whether the content of ChatGPT-driven reading texts is appropriate and reliable for IELTS Reading training. This aspect is skeptical, indicating uncertainty about content suitability, authenticity, and alignment with IELTS standards, as well as concerns about potential mistakes and misunderstandings. This also highlights the importance of authentic materials from official sources, such as Cambridge or the British Council, in IELTS teaching, which remains the primary choice for IELTS educators.

Moreover, half of participants agreed that ChatGPT provide diverse abilities including creating diverse and engaging activities to improve students' reading skills, customizing lesson plans based on students' proficiency levels and learning needs, and providing a variety of texts with different difficulty levels, which demonstrates the ability of ChatGPT to offer the flexibility for the lesson instructions that suitable with different levels of different learners and learning demands. However, these three features also shared the same collected data, with 37% of participants uncertain, suggesting that ChatGPT's abilities are still not fully understood by some EFL teachers.

Another remarkable feature is that using ChatGPT in lesson planning can encourage teachers to explore new teaching strategies. The data showed that most participants (40.7%) were doubtful about its effectiveness for discovering new teaching techniques. Meanwhile, 35.2% of participants agreed that it can help them discover new teaching techniques. It demonstrates that ChatGPT can be a valuable tool for teachers to explore novel teaching methods that warrant further investigation.

After analyzing the results, it is clear that EFL teachers appreciated ChatGPT's potential for generating lesson plans for IELTS Reading, though there were some uncertainties. Obviously, ChatGPT is a useful chatbot for minimizing lesson preparation time, with 59.3% agreeing and 24.1% strongly agreeing. It is evident that ChatGPT can reduce preparation time for lesson instructions, helping teachers feel less burdened and allocate their time more effectively to other teaching tasks. Moreover, nearly 70% of respondents appreciated that ChatGPT can provide vocabulary suggestions for topics, question types, and reading techniques, and can produce additional reading comprehension exercises, making lessons more useful with supplemental practice.

Despite its potential, some EFL teachers expressed uncertainty about the reliability and authenticity of ChatGPT-generated content, particularly reading passages. Significantly, it means that EFL teachers still need to reassess and adjust ChatGPT's suggestions to ensure they meet pedagogical goals and IELTS standards, and to prevent potential errors. Therefore, authentic materials from official institutions, such as Cambridge ESOL examination papers, still play an important role in teaching and learning IELTS, as they are created by real IELTS specialists through thorough investigations, ensuring better alignment with the IELTS exam

format. As a result, ChatGPT can be considered as an assistant tool but cannot fully replace teachers' roles in teaching tasks, especially in designing lesson plans for IELTS training.

Furthermore, ChatGPT has a limited ability to help teachers explore novel teaching methods, with 40% of participants uncertain about this aspect. This shows they have not noticed any remarkable suggestions for teaching techniques in ChatGPT-generated lesson plans. Moreover, even though some potential of ChatGPT including creating diverse and engaging activities for lesson activities to improve students' reading skills, customizing lesson plans based on students' proficiency levels and learning needs, and providing a variety of texts with different difficulty levels are recognized by 50% of participants, there is still 37% of participants are unsure about these abilities, which shows that a substantial proportion of EFL teachers may have not fully discovered ChatGPT's flexible and adaptive ability. Whether there is a lack of professional training on using ChatGPT in teaching, or whether they still question its real advantages. It is also reflected in the frequency of using ChatGPT in creating lesson plans: 48.1% occasionally and 38.9% weekly, which is not enough time to fully optimize ChatGPT's advantages in teaching.

EFL Teachers' perceptions of challenges in Using ChatGPT in designing lesson plans for IELTS Reading

Figure 5.

The frequency of editing materials created by ChatGPT

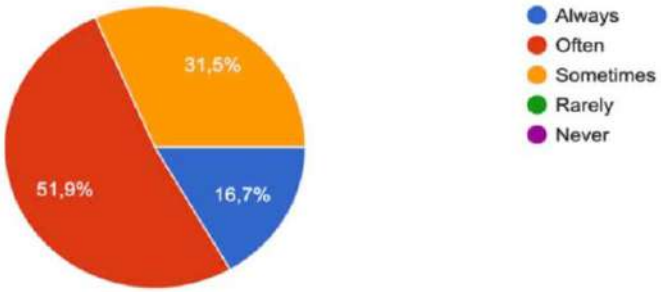
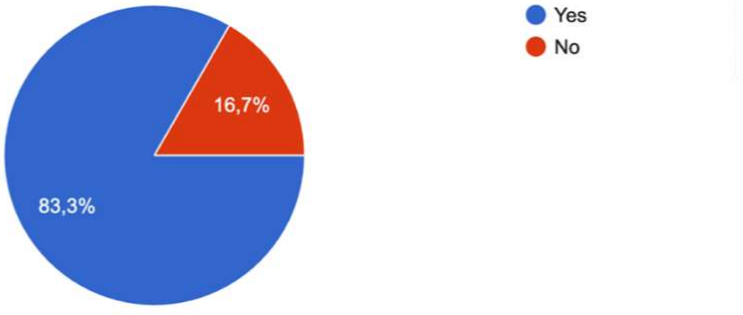


Figure 6.

Difficulties encountered in using ChatGPT for designing IELTS Reading lesson plans



The survey results in Figure 5 show that the majority of users revise ChatGPT-generated materials when designing IELTS Reading lesson plans. In particular, 51.9% of interviewees often modify the content, 31.5% sometimes, and 16.7% always adjust and refine the materials. In particular, no respondents who answered "Rarely" or "Never" emphasized that AI-generated

content is a valuable tool for users. Beyond these statistics, the content generated by ChatGPT is not fully ready for use. It requires teachers to reassess and correct it before use to ensure effective teaching. Teachers must still modify ChatGPT-generated materials, which requires significant time and effort. ChatGPT can be a helpful tool for quickly providing various teaching resources; however, teachers still play a crucial role in designing materials.

Survey results in Figure 6 indicate that 83.3% of respondents have faced difficulties when applying ChatGPT to build lesson plans. The data from the following figure shows that, despite ChatGPT's potential, it is not yet the ideal tool for curating lesson plans, which remains a weakness and a challenge, limiting teaching quality.

Figure 7.

The main challenges of using ChatGPT in lesson planning are.

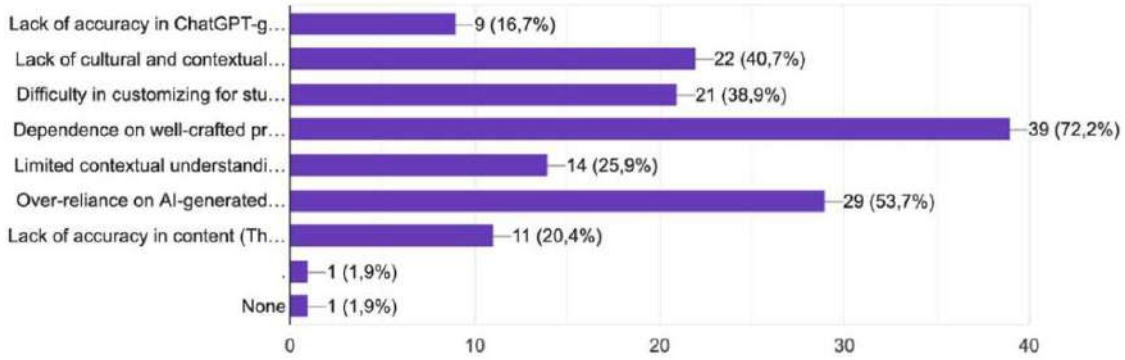


Table 2.

Survey results on the main challenges of ChatGPT in designing lesson plans for the IELTS Reading Skill

Items	**Challenges**	**Responses (n=54)**	**Percentage (%)**
1	Lack of accuracy in ChatGPT-generated content	9	16.7%
2	Lack of cultural and contextual awareness in content generation	22	40.7%
3	Difficulty in customizing for students' needs levels	21	38.9%
4	Dependence on well-crafted prompts	39	72.2%
5	Limited contextual understanding	14	25.9%
6	Over-reliance on AI-generated materials reduces teacher creativity	29	53.7%
7	Lack of accuracy in content	11	20.4%
8	None	1	1.9%

The data in Figure 7 reveal that the most significant challenge —accounting for 72.2% —is reliance on well-crafted prompts, indicating that effective lesson design requires precise user input. This difficulty points to the need for teachers to develop prompt-formulating skills, requiring careful, accurate, and detailed input to enhance the quality of lesson plans. ChatGPT's

effectiveness can decrease when teachers provide generic or unclear input. Moreover, prompts without specific details can lead to off-topic or unrelated materials, significantly hindering the workflow.

The second highest is over-reliance on AI-generated content, cited by 53.7% of users. This reliance raises concerns about creativity in designing lesson plans. Teachers usually over-rely on ChatGPT to generate teaching resources based on existing information, creating generic content rather than applying and updating new teaching approaches. Therefore, the lesson activities lack creativity and flexibility, and reduce the quality of teachers' lesson plans.

The next two statistics are 40.7%, indicating a lack of cultural and contextual awareness, and 38.9%, indicating struggles with customization to adapt to students' needs. These findings emphasize that teachers faced difficulties with ChatGPT-generated lesson plans that were too generic or irrelevant to students' cultures, backgrounds, specific learning goals, and levels. Despite its ability to assist teachers in preparing teaching materials, ChatGPT remains limited in its understanding and alignment with local cultural contexts, which can lead to misunderstandings, misinformation, and misalignment in lessons. Furthermore, ChatGPT is just an AI tool that doesn't automatically adjust lesson activities based on students' levels; for instance, the task can be too complex for beginners but not challenging enough for higher-level students. These two challenges not only complicate the teaching process but also increase teachers' workload, requiring careful review and adjustment to ensure and boost performance.

Other challenges, such as limited contextual understanding and low accuracy in ChatGPT-generated materials, are 25.9% and 16.7%, respectively. These issues highlight the need for human intervention in creating IELTS Reading lesson plans, aiming to improve and edit the content generated by ChatGPT to control and optimize the teaching content.

Discussion

This study aims to investigate EFL teachers' perceptions of ChatGPT's effectiveness in designing lesson plans for IELTS Reading, a difficult skill for Vietnamese learners. After analyzing the results, interesting findings were achieved and presented in the previous parts of the articles. In this section, the significance of the findings, the comparison between the results of this study and previous studies, and the limitations of this study are also presented.

The significance of findings

The findings highlight both the potential and limitations of ChatGPT in IELTS Reading lesson planning. ChatGPT is valued for its ability to minimize preparation time, as it can provide structured lesson plans with useful vocabulary and strategies for IELTS Reading classrooms. However, EFL teachers remain cautious about the reliability and adaptability of ChatGPT's output. This indicates that ChatGPT-generated content still requires teacher evaluation to ensure it aligns with IELTS standards and students' needs. Additionally, some potential features of ChatGPT in planning lessons, such as creating diverse and engaging activities or providing lesson plans for different students' proficiency levels and needs, are still underexplored by a proportion of the participants, which suggests the importance of offering professional training about how to utilize this chatbot in teaching tasks in order to assist EFL teachers further discovery its potential and equip them with essential skills to use ChatGPT effectively. In that way, teachers can enhance their lesson planning efficiency and optimize their teaching practices.

Despite the potential usefulness of ChatGPT in assisting EFL teachers in preparing IELTS teaching materials. The research results indicate significant constraints that require teachers' careful assessment. One major challenge to the effective implementation of ChatGPT in designing IELTS Reading teaching materials is the unreliability of AI-generated texts. Most teachers perceived they needed to adjust and proofread the generated lesson plans, highlighting doubts about ChatGPT's accuracy and the need for educators' supervision.

Notably, when discussing the potential of this AI Tool, more than half of the respondents showed a neutral view of the trustworthiness of ChatGPT-generated materials. The data also showed that most teachers encountered obstacles when designing lesson plans with ChatGPT's assistance. The primary concern is the need for detailed prompts for specific objectives and student levels that cover most responses. Following that, when EFL teachers adopt ChatGPT to create teaching resources, they tend to rely excessively on the provided content, losing creativity and flexibility in lesson planning. The limits of culture and context, and the struggle when customizing and adjusting lessons based on students' levels, are the next two difficulties taken from teachers' perceptions

The comparison with previous studies

In the Vietnamese educational context, the findings of this study align with several prevailing trends and challenges. The observed doubt among EFL teachers regarding ChatGPT's full adoption and their concern over content reliability can be partly attributed to a strong emphasis on standardized testing, particularly for high-stakes exams like IELTS. Vietnamese teachers often prioritize authentic materials from official sources (e.g., Cambridge, British Council) to ensure strict alignment with test formats and marking criteria, making them cautious about AI-generated content that might lack authenticity. Furthermore, reliance on well-crafted prompts and reported difficulties in adapting to diverse students' needs reflect a common pedagogical challenge in Vietnam, and teachers may not yet have extensive training in integrating AI platforms into English teaching and learning.

According to this study's results, ChatGPT-generated lesson plans have potential for use in the IELTS Reading classroom. It shows findings similar to those of previous studies on ChatGPT's potential for designing lesson plans in English language teaching. It has been revealed that useful content, including vocabulary, question types, and reading strategies for an IELTS reading classroom, can help teachers reduce the significant time required to prepare lesson instructions. This result supports Balci's (2024) systematic review, which recognized ChatGPT's effectiveness in enhancing teachers' instructional practice and reducing the burden of academic tasks for EFL teachers. Similarly, the results aligned with the previous study by Derakhshan and Ghiasva (2024), which found that EFL teachers perceived ChatGPT as a valuable tool for creating instructional materials and providing immediate feedback. They also reported that most participants agreed that ChatGPT is useful in designing lesson plans, indicating the reliance on this chatbot for teaching assistance.

In this study, participants perceived ChatGPT's ability to create additional reading passages for students, yet they were skeptical of its reliability and of its potential for contextual and cultural appropriation. This perception was similar to the findings of Zaiarna et al. (2024), which revealed moderate to high satisfaction among EFL teachers with ChatGPT's benefits for creating exercises, but they expressed concerns about the accuracy of AI-generated materials, emphasizing the need for thorough proofreading under teachers' oversight. Similarly, Derakhshan and Ghiasva (2024) found that this chatbot can reduce workload and produce teaching materials; however, the content generated by ChatGPT can lack context and cultural aspects, which are important for language learning. Therefore, authentic materials from

officials remain the priority for EFL teachers in IELTS instruction. The careful reevaluation of ChatGPT's content is important to ensure that lesson plans are appropriate and aligned with teaching objectives, learning needs, and IELTS standards.

Despite the similarity with the previous studies, this study presents some differences. While Adiguzel et al. (2023), Kohnke and Zou (2025), and Madden et al. (2025) have expressed the transformative potential of ChatGPT to enhance traditional teaching methods, the study takes a cautious stance. Although many participants appreciated ChatGPT's effectiveness in structuring lesson plans, 40.7% were unsure whether it could help them discover innovative teaching techniques. This demonstrates that its potential in providing creative and suitable pedagogical methods remains unexplored.

Moreover, ChatGPT was also appreciated for creating lesson plans based on students' proficiency levels and different learning needs, which align with the results of Kohnke and Zou (2024), who suggested that ChatGPT is a transformative AI tool in education, supporting pedagogical goals and students' unique learning demands. However, this study shows that some participants hesitated about ChatGPT's ability to adapt teaching materials to diverse proficiency levels. As a result, even though this chatbot provides structured lesson plans, its ability to customize them for different learners remains a concern for researchers and language educators.

Compared to previous studies, our study points out various limitations for EFL teachers in integrating ChatGPT to generate IELTS Reading lesson plans. The significant challenge is the reliance on well-crafted prompts, which aligns with the research of Wang et al. (2024), which identified the benefits and challenges of using ChatGPT and noted the lack of teacher training to effectively apply this tool to optimize pedagogical outcomes. Precise and clear prompts play an essential role in the quality of the material. Teachers can improve their skills in crafting prompts to structure productive lesson plans by participating in ChatGPT prompt-creation training sessions.

Similarly, the next finding in this study is consistent with the research by Wang et al. (2024), Meniado (2023), and Robert et al. (2023), noting the over-reliance on ChatGPT, which hinders teachers' flexibility and creativity in curating teaching materials. Despite the ability to efficiently offer various teaching resources, teachers may over-rely on ChatGPT, use the existing formula to design content, and fail to update their teaching methodologies. Therefore, teachers cannot develop skills in designing lesson plans and constrain creativity and innovation. Moreover, students can lose interest in the lessons, leading to lower performance outcomes.

Another similarity in our study is the lack of cultural and contextual nuances in ChatGPT-generated content, which aligns with Galip Kartal's (2023) studies. Unlike humans, ChatGPT is just a tool without belief or real-world understanding, reducing the lesson performance. Teachers reported experience with lesson plans that do not align with students' cultures and social contexts, limiting lesson effectiveness and engagement.

In addition, the study reinforces the research by Galip Kartal (2023), Wang et al. (2024), and Meniado (2023), confirming that the inaccuracy in the materials generated by this AI tool is another obstacle, in addition to the assistance of ChatGPT in designing IELTS Reading lesson plans. Due to concerns about reliability, teachers still need to spend extended time reviewing and modifying it before using it directly. As a result, teachers face an increase in workload, requiring more responsibilities in preparing teaching materials.

Conclusion

The study aims to explore EFL teachers' perceptions of using AI-generated tools, such as ChatGPT, in designing IELTS Reading lesson plans, focusing on their advantages and disadvantages. The findings provide valuable insights into how ChatGPT can support teachers in lesson planning, while also highlighting areas that require further consideration.

The research contributes to the ongoing integration of AI into education by demonstrating that ChatGPT is a promising tool for EFL teachers. It not only provides teachers with the knowledge to structure their lesson plans and generate relevant, suitable vocabulary and reading strategies, but also reduces the time required for lesson preparation. These benefits can enhance teachers' efficiency and allow EFL teachers to customize their practices using ChatGPT while still focusing on other pedagogical aspects. However, the research also reaffirms the importance of teachers' involvement in assessing and modifying ChatGPT-generated materials to ensure accuracy, relevance, and alignment with IELTS Reading criteria.

In relation to the research questions and objectives, the study found that EFL teachers recognize ChatGPT as a helpful assistant in lesson planning, but over-reliance on AI-generated content and reliance on well-crafted prompts can make EFL teachers passive in generating new ideas for their lesson plans. While ChatGPT can provide diverse reading exercises and instructional suggestions, challenges such as a lack of cultural and contextual awareness and difficulty in customization for different student levels were evident. Additionally, concerns about content, accuracy, and the limited creativity in preparing lesson plans on appropriate topics generated by ChatGPT underscore the need for human brainstorming and oversight.

For further research, it is essential to develop specific methods to improve prompt design, including organizing seminars or workshops to train ESL teachers to input well-crafted imperatives when designing IELTS Reading tasks, thereby enhancing ChatGPT's effectiveness in generating high-quality lesson plans. Further studies should also explore strategies for professional development, equipping teachers with teaching skills, such as preparing an outline for the IELTS reading test before submitting it to ChatGPT for assistance, to maximize ChatGPT's potential. Moreover, comparative studies between AI-generated lessons and traditional lesson planning approaches, grounded in a deep understanding of the differences between these methods, would provide deeper insight into AI's role in EFL education.

Ultimately, further research should be conducted with a large, diverse sample of ESL teachers who teach IELTS, using a combination of surveys and interviews to address limitations, yield effective results, and provide a broad understanding of the effects of AI tools such as ChatGPT in creating IELTS Reading questions.

Limitations

When conducting research or gathering data, it is unavoidable that certain limitations must be acknowledged and addressed. The first obstacle is that the participants in this study are mainly EFL teachers who teach IELTS, especially preparing lesson plans for IELTS Reading. However, some participants who completed the survey might not have direct experience teaching IELTS. This can affect the accuracy of the results as they might not completely reflect the real challenges and effectiveness when designing IELTS Reading tasks. Therefore, a well-planned selection process, including preparing relevant questions for IELTS trainers from the start to ensure a narrow selection of suitable instructors participate, would promote the reliability of the upcoming research. Secondly, this study relied solely on the Google Form to make a survey without organizing the interviews. While surveys were useful for gathering qualitative data, they did not explain why certain options were chosen or capture EFL teachers'

experiences. Incorporating additional data collection methods in the future would provide more detail on teachers' understanding of lesson planning and offer a clearer explanation of the results. Finally, randomly selecting items without carefully reading each item and comparing your planning process with teachers can hinder the collection of accurate data.

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Perceptions of Pre-service Kindergarten Teachers on Using ChatGPT to Support English Learning: A Mixed-Methods Study in Vietnam

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ABSTRACT

The purpose of this study is to explore the perceived advantages and disadvantages of using ChatGPT to support English learning among pre-service kindergarten teachers at beginner proficiency levels. The study collected data from both questionnaires and semi-structured interviews. Results show that ChatGPT is perceived as a valuable tool for English language learning, providing quick answers, easy access, and great convenience, as well as personalized help and support in developing language skills. Participants emphasized reduced anxiety and increased motivation, confidence, and self-determination in learning. The results also reveal several drawbacks, including inconsistent or unclear responses, difficulty asking the right questions, information overload, technical limitations, and the risk of excessive reliance on the tool. As a result, equipping low-proficiency learners with basic AI digital literacy, including critical thinking and effective prompt creation, is very necessary to ensure the effective integration of ChatGPT into teaching practices. Besides, the paper discusses the teaching implications and further research to enhance English language education through ChatGPT for beginning-level learners.

Keywords: ChatGPT, pre-service kindergarten teachers, beginner level, English learning

Introduction

In the era of Artificial Intelligence (AI), advancements in natural language processing and large language models have revolutionized language learning (Liu et al., 2024). Research has shown that AI technologies such as ChatGPT are highly beneficial for language learning (Liu et al., 2024). In the context of English learning, ChatGPT can assist learners in comprehending and expanding English words and grammar knowledge (Van Horn, 2024). The tool helps develop a variety of language skills, including writing and speaking (Pham & Cao, 2025). ChatGPT also assists learners in dealing with learning tasks (Pham & Le, 2024). In the meantime, it is essential for teachers seeking to incorporate ChatGPT into their teaching practices to understand learners' viewpoints and their use of the tool, particularly among beginner-level learners, as teaching this

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level is the most difficult (Brown & Lee, 2015). By gaining insights into their opinions, teachers can make informed decisions about incorporating the tool into their pedagogy.

One of the researchers worked as a visiting lecturer at a vocational college in Ho Chi Minh City, Vietnam, where many English courses were offered for beginner-level students majoring in kindergarten education. Their knowledge of the target language was very limited. They were classified as beginner-level (CEFR A1) based on the results of a college-administered placement test taken prior to the course. The institution used this test to assign students to English classes based on their proficiency levels. From the researcher's observations, they were quite shy and not confident in English classes. There were many students (more than 60) in each class, so the teacher-researcher found it difficult to provide individual help. As a result, the researcher introduced ChatGPT to these learners, assuming that the tool could support their English language learning.

The purpose of the current study is to investigate how pre-service kindergarten teachers with CEFR A1 English proficiency view the role of ChatGPT in their English learning. The study focuses on identifying both the benefits and challenges they encounter while using the tool. The study also explores the impacts of using the tool on their affective attitudes toward English language learning. Based on these understandings, recommendations for using the tool in English teaching and learning, especially with beginner-level learners, are suggested. This group has received little attention in existing research, particularly among pre-service kindergarten teachers in Vietnam, underscoring the study's originality.

Literature Review

AI and Language Learning

Integrating AI into language learning provides a wide range of benefits (Liu et al., 2024). For example, studies in Nguyen's (2024) literature review indicate that AI can greatly improve pronunciation, fluency, and learning autonomy. Additionally, Tran (2024) found that AI is effective at learning academic vocabulary. The participants reported that AI provided them with access to authentic academic vocabulary and helped them understand more academic vocabulary, thanks to the corrections and feedback it offered. AI also has positive effects on grammar and writing skills. Tran et al. (2025) found that AI tools, particularly ChatGPT, support academic writing by detecting grammar errors and assisting with paraphrasing. These studies collectively show that AI-based technologies are useful for improving advanced linguistic and writing skills. However, they primarily focus on postgraduate or high-proficiency learners, suggesting that the benefits for beginner-level students remain underexplored.

Complementing these findings, Pham and Luong conducted a 2025 study at Ho Chi Minh City University of Law to explore the challenges students face when using AI tools to support their legal writing. Results show that participants regularly used tools such as Quillbot, Grammarly, and ChatGPT to improve their vocabulary and grammar. They also reported that AI tools helped them understand legal contexts and create accurate grammar.

Ngo (2024) conducted a literature review to examine the role of ChatGPT in vocabulary acquisition in English. Results show that learners generally have favourable attitudes toward using ChatGPT for vocabulary learning. Research in foreign countries shows that ChatGPT is perceived as effective for supporting English vocabulary acquisition. In the meantime, studies in Vietnam indicate that ChatGPT increases learner participation, self-directed learning, and motivation.

Pham and Cao (2025) also conducted a systematic literature review to explore and highlight additional benefits of integrating ChatGPT in English language learning in Vietnam. This AI tool has been proven to enhance learners' individualized learning experiences by providing immediate responses, promoting learner independence, supporting language practice, and boosting motivation and participation. The review also reports improved language skills — particularly writing, speaking, and reading —and better critical thinking skills, as well as reduced anxiety about language and improved access to genuine resources.

Perceptions and Attitudes of ChatGPT in Language Learning

Research on learners' attitudes toward ChatGPT has generally shown optimism alongside awareness of its limitations. Jamshed et al. (2024) found that Saudi EFL learners held positive attitudes toward the adoption of AI-powered tools for language learning. Similarly, Van Horn (2024) reported that, by and large, Korean university students expressed favorable attitudes towards ChatGPT for its accessibility, extremely quick responses, and lexical and syntactic support. They perceived ChatGPT as a valuable tool that increased their confidence in using English in classroom settings as well as in real-life contexts, and encouraged their engagement and collaboration, even in typically quiet classroom settings. They used ChatGPT creatively for different purposes, such as practicing pronunciation and preparing for authentic scenarios.

Liu et al. (2024) reached similar conclusions in China, where students found ChatGPT easy to use and useful for out-of-class English learning. Main activities included obtaining materials for English learning, checking written work, and building confidence in using English outside the classroom. They valued ChatGPT's ability to serve as a tutor and conversation partner. They frequently utilized ChatGPT to learn new English vocabulary, enhance grammar, engage in conversations on specific topics, and even practice speaking English.

In the Vietnamese context, Ho (2024) found that undergraduate learners viewed ChatGPT as a valuable tool for acquiring vocabulary, doing translation, checking grammar, and rephrasing. Conversely, Pham and Le (2024) revealed that Vietnamese students found ChatGPT useful for getting quick information and exploring ideas. Moreover, according to these students, integrating ChatGPT into their learning activities reduces classroom pressure and establishes a comfortable, active classroom environment. They also recognized that ChatGPT reduced anxiety when completing assignments, encouraged participation, and boosted readiness.

Challenges and concerns about the adoption of AI in language learning have been raised. There have been concerns regarding excessive reliance on AI (Van Horn, 2024). This reliance could hinder high-order thinking (Pham & Le, 2024), critical thinking and problem-solving abilities (Ho, 2024; Pham & Le, 2024; Pham & Luong, 2025), abilities for analysis (Pham & Le, 2024) and for language (Ho, 2024), and creativity (Ho, 2024; Pham & Luong, 2025). In persuasive legal discourse, this dependency would yield writing without a distinctive voice, failing to convince readers (Pham & Luong, 2025).

AI's inability to cater to the various and specific needs of all learner groups is highlighted in Jamshed et al. (2024). Also, students reported that they do not find ChatGPT helpful for improving their speaking and writing skills (Ho, 2024). Furthermore, many students believed that AI tools generated responses that lacked individualization and emotion, making their writing sound unoriginal and commonplace (Pham & Luong, 2025).

Students also feared that ChatGPT could discourage them from attending face-to-face classes or from performing tasks that require reading comprehension (Pham & Le, 2024). Nonetheless, students in Ho's study (2024) do not consider it a replacement for instructors and learning in a physical classroom. Instead, students highlighted the importance of teacher interaction and real-

life communication, which they think gives more motivation and personalized feedback, leading to genuine and successful learning. AI can facilitate language education and should be used to support, not replace, the role of teachers (Van Horn, 2024). Therefore, he recommends that continuous support and teacher guidance remain necessary to maximize the benefits of this tool. Moreover, students are concerned that ChatGPT might cause distraction from their work (Pham & Le, 2024). There are also concerns regarding privacy, limited digital literacy among instructors and students, logistical difficulties in implementation, a lack of experts, and the addictive nature of technology (Jamshed et al., 2024).

Challenges and Opportunities for Beginner English Learners

According to Harmer (2015), beginner learners can be categorized as real beginners or false beginners. The former have no knowledge of English, while the latter have very limited knowledge, not enough to communicate effectively. According to Brown and Lee (2015), teaching learners at the beginner level is widely regarded as the most difficult level of language teaching because they generally have very limited or no background in the target language. They are constrained by a lack of vocabulary, grammatical structures, and the ability to produce long utterances. At this level, learners' ability to absorb and retain new vocabulary, grammar, and concepts is somewhat limited. Therefore, they typically lack automaticity in both grasping and utilizing the language.

Findings from the aforementioned studies suggest that ChatGPT could be a promising tool for low-proficiency learners. The tool has the potential to facilitate the development of language areas such as vocabulary, grammar, and pronunciation. It can also provide chances for language practice, including reading, speaking, and writing. However, more research is necessary to better understand its effects across various contexts and learner profiles.

In summary, while an increasing number of studies have examined the role of ChatGPT and other AI tools in English language learning, most of this research has focused on general learners, university students at higher proficiency levels, or specific skill development. There remains a notable gap in the literature concerning beginner-level learners, particularly those who are also pre-service kindergarten teachers. The current study aims to address this gap by investigating their experiences and perceptions of using ChatGPT for English learning, offering insights that may inform both AI tool integration and EFL pedagogy at the foundational level.

Research Questions

In order to fulfill the purpose of the study, the study sought to answer the following questions:

1. What are students' general attitudes towards using ChatGPT for English learning?
2. What do students find helpful or difficult when using ChatGPT?
3. How does using ChatGPT make them feel about learning English?

Methods

Pedagogical Setting & Participants

The current study was conducted at a vocational college in Ho Chi Minh City, where one of the researchers served as a visiting lecturer. The college offered different English courses for students with varying English proficiency levels, aiming to help them achieve CEFR level A2, the requirement for graduation.

Thirty-eight college students (37 females and 1 male), aged 18-24, enrolled in a Basic English course instructed by one of the researchers during Semester 2 of the 2024-2025 academic year. The study employed convenience sampling in order to recruit easily accessible participants (Alele & Malau-Aduli, 2023; Patton, 2002). The participants had previously taken a placement test administered by the college before they enrolled in this class. Their English proficiency was at a beginner level. They had very limited knowledge of English. The students majored in kindergarten education. The course lasted nine weeks. There were three 1-hour and 30-minute sessions per week. The class was selected for the following reasons. Firstly, the class, which was predominantly female due to the nature of the major, was assigned to the researcher, which facilitated certain convenience in carrying out the research. Secondly, the participants had never used ChatGPT for learning English before. The significant gender imbalance (37 females and one male) reflects the demographics typical of kindergarten education programs and should be considered a limitation in generalizing the results.

Design of the Study

A mixed-methods design was applied to the current study. According to Neuman (2014), this approach facilitates the triangulation of findings, providing a comprehensive understanding of participants' experiences and opinions. Data were collected through an online questionnaire with Likert-scale and open-ended questions. To gain a deeper understanding, semi-structured interviews were carried out with six randomly chosen students (S1-S6). According to Bhandari (2023), interviews allow for in-depth conversations, enabling researchers to get deep insights into participants' viewpoints and experiences. To enhance the validity and reliability of the survey and interview questions, they were first reviewed and revised by two of the researchers' colleagues with Master's degrees in English teaching, and then piloted prior to the official survey and interviews (Alele & Malau-Aduli, 2023).

Data collection & analysis

Questionnaire

Questions used in the survey were adapted from those of previous studies. There were 17 Likert-scale statements and 2 open-ended questions, allowing for the capture of diverse viewpoints and personal experiences (Bhandari, 2023). All the questions were in both English and Vietnamese, allowing participants to fully understand them.

The survey was conducted via Google Forms to collect both quantitative and qualitative data on learners' use and opinions regarding integrating ChatGPT into their English learning. There were seventeen statements rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) and two open-ended questions. The first five statements were used to gauge learners' general interest in using ChatGPT, their opinions about its usefulness, their concerns about heavy reliance, and their willingness to introduce it to others. The next seven statements were used to measure participants' perceptions of the strengths and weaknesses of the AI tool. Four statements examined factors such as better understanding, time-saving, and individualized support, whereas the other statements addressed concerns about information reliability, distractions, and prompts. The last five statements examined the emotional and motivational effects of using ChatGPT. Six Likert-scale items assessed whether the integration of ChatGPT resulted in greater enthusiasm, independence, less anxiety, or intense feelings of overload, as well as whether it led to greater motivation and confidence in English learning. Finally, two open-ended questions were asked to identify the most useful ways they had used ChatGPT and to describe any problems or frustrations they had faced.

Interview

There were nine open-ended interview questions. Interviews were conducted individually with six participants via Zoom immediately after the course ended. All six participants volunteered to participate in the interviews. These interviews explored participants' general attitudes and personal experiences about the use of ChatGPT.

Data analysis

Descriptive statistics were used to analyze quantitative data and identify general patterns. All responses were transferred into Microsoft Excel for organization and grouping. The data were illustrated in bar charts to facilitate interpretation.

Thematic analysis was applied to qualitative data from both the questionnaire and the interviews to identify recurring themes regarding learners' viewpoints, advantages, and challenges. The interview transcripts and survey responses were manually coded for analysis. After the data were interpreted, they were categorized into themes to explore learners' perceptions of using ChatGPT for English learning. To ensure confidentiality and ethical standards, six volunteers were identified as Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), Student 5 (S5), and Student 6 (S6).

Results/Findings

Research question 1: What are students' general attitudes towards using ChatGPT for English learning?

Figure 1

Student Attitudes Towards Using ChatGPT for English Learning

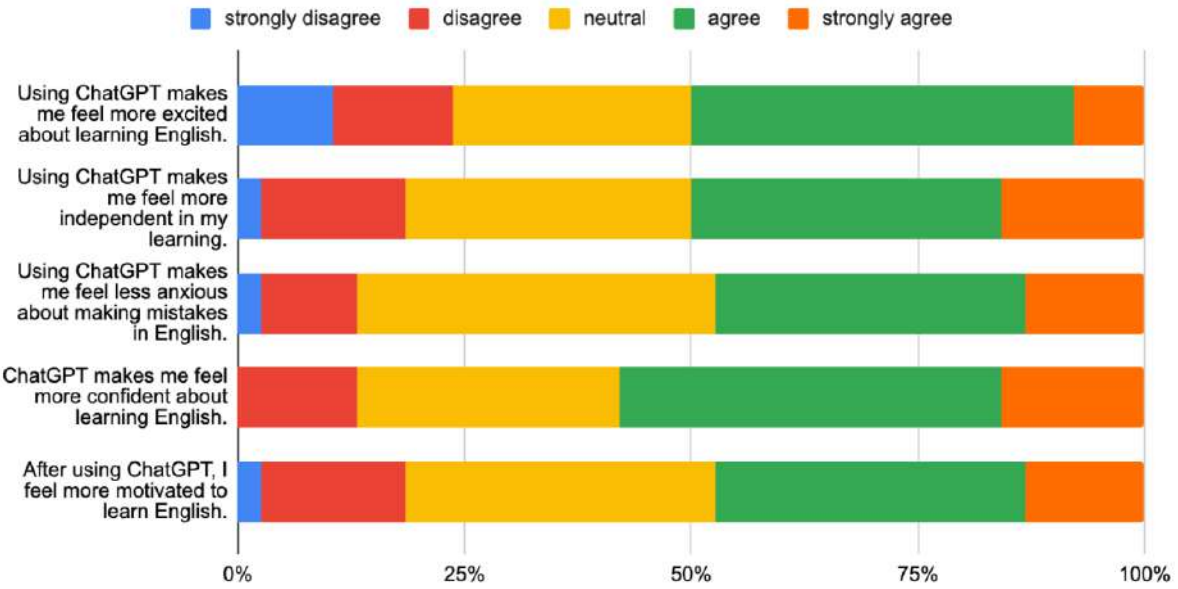


Figure 1 shows that participants generally have a positive attitude towards using ChatGPT for English learning.

Table 1

Student Interest and Perceived Usefulness of ChatGPT for English Learning (N = 38)

Statements	strongly disagree	disagree	neutral	agree	strongly agree
I am interested in using ChatGPT to help me learn English.	7.9%	0%	28.9%	28.9%	34.2%
I think using ChatGPT could be a helpful way to improve my English skills.	0%	7.9%	34.2%	26.3%	31.6%

Table 1 shows that a large number of respondents (63.1%) expressed interest in using ChatGPT, while only 7.9% either disagreed or strongly disagreed. Likewise, only 7.9% chose "*disagree*," while over half of the participants (57.9%) viewed ChatGPT as a helpful tool for developing their English skills, and around one-third remained neutral. The data show that while general sentiment is optimistic, some students are unsure of whether the tool is useful.

Table 2

Student Concerns and Trust Toward ChatGPT Use in English Learning (N = 38)

Statements	strongly disagree	disagree	neutral	agree	strongly agree
I am worried that using ChatGPT might make me too reliant on it.	15.8%	18.4%	18.4%	23.7%	23.7%
I believe ChatGPT can provide accurate information for English learning.	0%	15.8%	39.5%	31.6%	13.2%

On the other hand, as shown in Table 2, while some participants expressed concern about becoming overly reliant on ChatGPT, a sizable portion (34.2%) disagreed with this view. Similarly, although less than half of the students reported full trust in the tool's reliability, most remained neutral, with only a minority expressing doubt.

Table 3

Student Willingness to Recommend ChatGPT to Others (N = 38)

Statements	strongly disagree	disagree	neutral	agree	strongly agree
I would recommend using ChatGPT to other English learners.	2.6%	10.5%	13.2%	42.1%	31.6%

Most strikingly, Table 3 shows that a significant majority (73.7%) of respondents expressed a strong willingness to recommend ChatGPT to other learners, suggesting that students generally accept ChatGPT as a helpful language-learning resource.

Interview data offered a more nuanced understanding of learners' opinions. Three participants (S1, S2, S3) reported mixed opinions. They liked ChatGPT because the tool "*offers a lot of information, which is easier to understand than that of dictionaries or Google Translate*" (S3). However, they also reported that the tool occasionally provides confusing information. On the other hand, other participants (S4, S5, S6) expressed positive viewpoints.

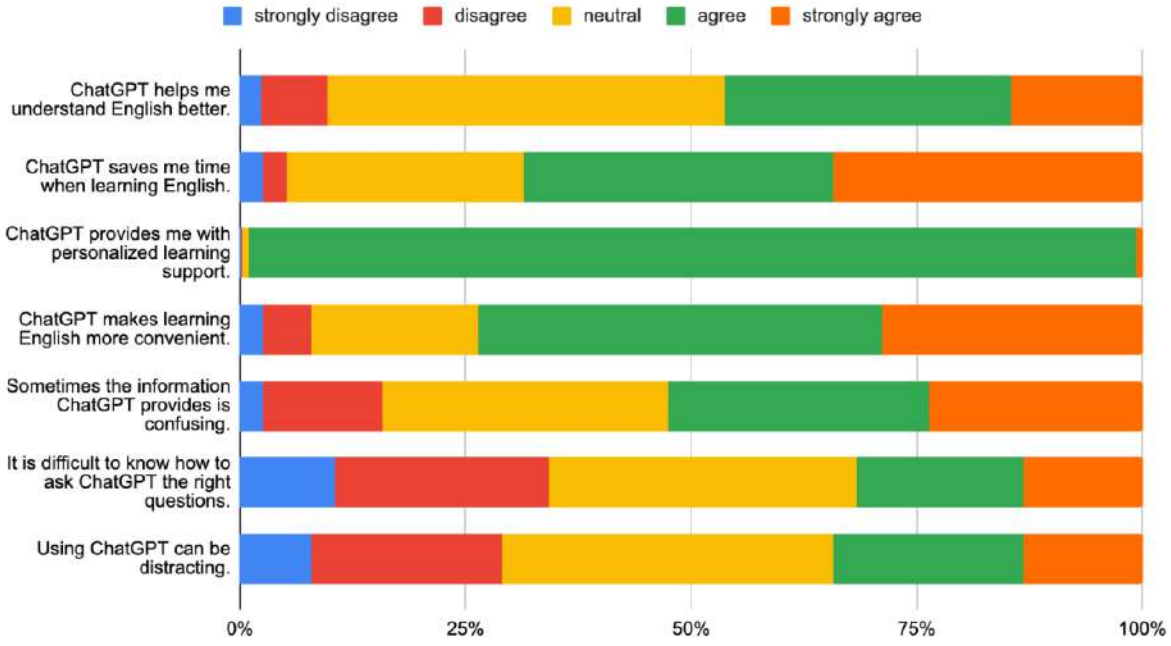
> *"I like to use ChatGPT to learn English and to improve my speaking and writing skills"*(S4).
>
> *"ChatGPT provides more precise and relevant responses than Google"*(S5).
>
> *"ChatGPT is a useful tool to support four language skills"*(S6).

These results reveal that students generally have a positive outlook on using ChatGPT to learn English. However, there is some anxiety about heavy reliance and occasional inaccuracies.

Research question 2: What do students find helpful or difficult when using ChatGPT?

Figure 2

Student Perceptions of ChatGPT's Benefits and Challenges



Both quantitative and qualitative data indicate that learners experience practical benefits when using ChatGPT for English studies.

One of the main benefits is a better understanding of the target language. Table 4 shows that 50% of participants agreed or strongly agreed that ChatGPT helps them better understand English, whereas only 10.5% disagreed, indicating that many learners find the tool helpful for their comprehension. In open-ended questions, several participants mentioned that they required ChatGPT to explain difficult English words and grammar, provide synonyms and antonyms, translate, and suggest sample sentences and paragraphs.

Table 4

Student Perceptions of ChatGPT's Benefits for English Learning (N = 38)

Statement	strongly disagree	disagree	neutral	agree	strongly agree
ChatGPT helps me understand English better.	2.6%	7.9%	47.4%	34.2%	15.8%
ChatGPT saves me time when learning English.	2.6%	2.6%	26.3%	34.2%	34.2%
ChatGPT provides me with personalized learning support.	2.6%	7.9%	26.3%	36.8	26.3%
ChatGPT makes learning English more convenient.	2.6%	5.3%	18.4%	44.7%	28.9%

Another benefit is saving time. Table 4 shows that 68.4% reported that using ChatGPT to learn English saves them time. Open-ended responses and interviews supported this viewpoint. Participants reported that ChatGPT answered their questions very quickly. For example, one learner responded: *"I use ChatGPT instead of traditional dictionaries because it is quick and provides more information, including more examples*." S5 added: "*ChatGPT helps me to find answers extremely quickly, and even offers me additional information*".

Another benefit reported is personalized support. As shown in Table 4, a majority of participants (63.1%) said that ChatGPT provides them with support for individualized learning. Participants mentioned utilizing ChatGPT to ask questions to satisfy their learning needs. For example:

> "*I use ChatGPT to explain and translate English exercises into Vietnamese.*"
>
> "*I take photos of difficult questions and request ChatGPT for answers*."
>
> "*I use ChatGPT to learn vocabulary, to explain a specific grammar structure, and other grammar rules, or to correct mistakes*."
>
> "*I use ChatGPT to find vocabulary, learn more common idioms in daily life, and learn how to use new vocabulary through short dialogues from ChatGPT.*"

Another important advantage is convenience and accessibility. Table 4 shows that 73.6% agreed or strongly agreed that learning becomes more convenient with ChatGPT. Many reported that they could use the tool to find vocabulary, translate texts, get writing samples, or practice speaking English "*anywhere, anytime*". In interviews, several learners (S1, S3, S4, S5) said that ChatGPT "*enables them to translate or look up words and grammar structures much more efficiently than with traditional resources*".

In addition, participants reported that ChatGPT aids in developing various language skills. Interviews indicated that many participants used ChatGPT to support their English development. Learners used ChatGPT to practice grammar structures, writing, speaking, and pronunciation (S1, S2, S3, S4, S6). S3 and S4 appreciated the immediate responses and the detailed explanation of grammar and vocabulary. S6 valued its support for practicing all four English skills (writing, reading, listening, and speaking). In responses to open-ended survey questions, respondents noted using ChatGPT for practicing speaking, improving pronunciation and writing, and reading through interactions with it.

In sum, students greatly benefit from integrating ChatGPT into English learning. ChatGPT assists in understanding the English language, provides quicker access to information, individualized learning support, streamlines the learning process, and enhances language skills, particularly reading, writing, and speaking.

Table 5

Student-Reported Challenges When Using ChatGPT for English Learning (N = 38)

Statement	strongly disagree	disagree	neutral	agree	strongly agree
Sometimes ChatGPT's information is confusing.	2.6%	13.2%	31.6%	28.9%	23.7%
It is difficult to know how to ask ChatGPT the right questions.	10.5%	23.7%	34.2%	18.4%	13.2%
Using ChatGPT can be distracting.	7.9%	21.1%	36.8%	21.1%	13.2%

On the other hand, several challenges emerged in the findings. One main challenge reported is the tool's generation of confusing or unclear answers. Table 5 shows that 52.6% agreed or strongly agreed that ChatGPT occasionally provides answers that cause confusion. In responses to open-ended questions, many learners reported that ChatGPT's responses were frequently too long, very academic, and irrelevant to their questions. Some reported that this AI tool occasionally did not understand their questions. For example:

> "*ChatGPT sometimes doesn't understand my questions."*
>
> *"The responses that ChatGPT provides are generic and unclear."*

Interviews further illuminated this concern. Learners reported that ChatGPT's responses were sometimes unfocused, overly long, or inconsistent, leaving them frustrated and confused (S3, S4, S5, and S6). S5 also noted that "*ChatGPT gives different answers to the same questions. I really find it confusing and hard to trust the tool*." These issues may be attributable to learners' inexperience in creating effective prompts.

Another notable challenge is effective prompt formulation. From Table 5, it can be seen that 31.6% found it difficult to create the right prompts. Open-ended responses also revealed this challenge. For example:

> "*I don't know how to ask questions effectively*."
>
> "*I must write very specific prompts or questions because of large quantities of information*."

This was echoed in the interviews. Learners reported difficulty in writing effective prompts. For instance:

> "*Sometimes ChatGPT doesn't understand my prompts, so it provides inaccurate or irrelevant responses*" (S3).
>
> "*ChatGPT sometimes generates too long explanations or too much information, which makes it hard for me to understand*" (S4).

The data indicate that digital literacy and the ability to create effective questions are necessary to leverage ChatGPT.

Another common challenge is information overload and inconsistency. In open-ended responses, learners reported that ChatGPT sometimes suggests too many responses or provides too much content, making it hard to know which answer is the most exact or relevant. For instance:

"*ChatGPT provides too much information that is unnecessary*".

"*The responses are irrelevant and sometimes inaccurate*".

"*Sometimes the answers are not right and confusing*".

This was reinforced in the interviews. Learners (S1, S2, S3, S4, and S6) reported being frequently overwhelmed or confused by ChatGPT's overly long and detailed responses, and Interviewee S3 also felt "*annoyed by receiving too many answers*". S5 also shared that "*I felt confused because ChatGPT suggests different answers to my same questions*". These findings indicate that learners do not know how to effectively create prompts.

Another problem is related to technical issues. In responses to open-ended questions, some learners shared:

"*ChatGPT is sometimes laggy and doesn't generate responses*."

"*ChatGPT sometimes delays loading*."

Many learners also reported problems with image processing. Some learners tried to upload pictures of English exercises, but ChatGPT didn't often scan the content properly. For instance:

"*ChatGPT fails to scan all the content of the image*."

"*Sometimes ChatGPT isn't able to process the photo correctly*."

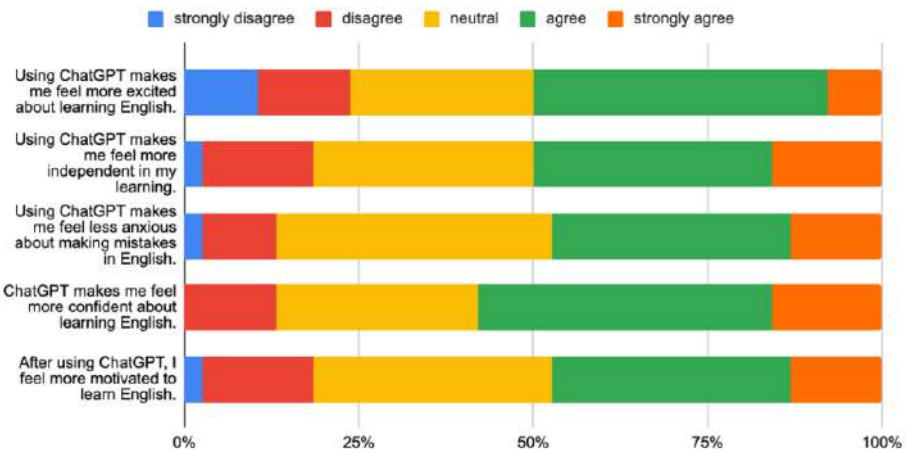
Lastly, the concern regarding overreliance on AI-powered tools emerged in survey responses and interviews. A few learners are concerned that regular use of ChatGPT could lead to overdependence or hinder independent thinking.

In summary, although ChatGPT is perceived as a beneficial tool for studying English, learners experience several limitations, including confusing or unclear answers, difficulties in writing effective prompts, too much information, technical issues, and concerns about heavy reliance.

Research question 3: How does using ChatGPT make them feel about learning English?

Figure 3

Student Feelings about Learning English with ChatGPT



As can be interpreted from Figure 3, ChatGPT positively influences students' motivation, confidence, and learning independence.

Table 6

Student Motivation and Excitement Toward English Learning When Using ChatGPT (N = 38)

Statement	strongly disagree	disagree	neutral	agree	strongly agree
Using ChatGPT makes me feel more excited about learning English.	10.5%	13.2%	26.3%	42.1%	7.9%
After using ChatGPT, I feel more motivated to learn English.	2.6%	15.8%	34.2%	34.2%	13.2%

One of the key emotional benefits reported is increased motivation. As shown by Table 6, a majority (50%) of the participants reported feeling more excited when learning English with ChatGPT. In addition, 47.4% of participants reported greater motivation to study English after using ChatGPT, with a small percentage disagreeing. This was also supported by interview data. Most interviewees (S2-S6) said that their motivation increased thanks to ChatGPT. S5 shared, "*Previously, using Google didn't provide the right answers, so I became discouraged and gave up*". S6 added, "*I get more motivation because ChatGPT provides more focused responses compared to Google. Google provides a lot of irrelevant information that makes me not want to learn more*".

Table 7

Student Anxiety Reduction and Confidence Toward English Learning When Using ChatGPT (N = 38)

Statement	strongly disagree	disagree	neutral	agree	strongly agree
Using ChatGPT makes me feel less anxious about making mistakes in English.	2.6%	10.5%	39.5%	34.2%	13.2%
ChatGPT makes me feel more confident about learning English.	0.0%	13.2%	28.9%	42.1%	15.8%

Table 7 demonstrates that 57.9% reported an increase in their confidence in learning English after utilizing ChatGPT, while no one selected "strongly disagree". This finding was supported by interviews. All six interviewees reported that ChatGPT helped them feel more confident when using this tool. Furthermore, 47.4% of the participants agreed or strongly agreed that ChatGPT reduced their anxiety about committing mistakes.

Table 8

Student Perceptions of Autonomy When Using ChatGPT (N = 38)

Statement	strongly disagree	disagree	neutral	agree	strongly agree
Using ChatGPT makes me feel more independent in my learning.	2.6%	15.8%	31.6%	34.2%	15.8%

Another important finding relates to greater learning autonomy. Table 8 shows that exactly 50% agreed that the tool facilitates their learning autonomy. Interview data also reinforced this trend. For example, "*I become proactive in my English learning, relying on ChatGPT whenever I have questions to ask and reading about related topics that it suggests*." (S5)

In summary, the majority of learners hold favorable attitudes about ChatGPT's effectiveness in their motivation, autonomy, confidence, and anxiety control in English learning.

Discussion

The results from both surveys and interviews provide a deep understanding of learners' perceptions of ChatGPT's use in English learning. Generally, learners had optimistic views of this AI tool, valuing its practical benefits, support for English skills, personalized learning, and positive impacts on motivation, confidence, and learning autonomy. Difficulties that emerged include the accuracy and clarity of information, prompt writing, technical issues, information overload, and worry about overreliance on AI-powered tools.

In line with Jamshed et al. (2024) and Van Horn (2024), the participants in this study had a positive outlook on the integration of ChatGPT into English learning journeys. The current study indicates that ChatGPT can be a very useful tool for English learning in various aspects. For example, the tool can provide translation into either the mother language or the target language, explanations of vocabulary and grammar, and sample sentences or paragraphs. These findings are similar to previous studies by Ho (2024), Liu et al. (2024), and Van Horn (2024). In addition, participants in this study reported that the tool is more accessible and quicker to respond than traditional dictionaries or Google. This enables them to save time by asking questions and getting answers immediately. The findings are in line with prior studies by Ho (2024), Liu et al. (2024), Pham & Le (2024), and Van Horn (2024).

In Ho (2024)'s study, learners did not find ChatGPT useful for productive skills. However, the current study's findings reveal that ChatGPT can be used to practice many English skills, including both receptive and productive skills. One explanation for this difference may be that the learners in this study can use the latest version of ChatGPT, which includes voice features. They shared that they could hold conversations with ChatGPT and that ChatGPT helped them improve their pronunciation, correct grammar mistakes, and improve their word choice while speaking.

Liu et al. (2024) and Van Horn (2024) also reported similar findings. These findings provide further evidence that ChatGPT can effectively support various aspects of English learning. It is this tool's versatility that could be beneficial for beginner-level English learners, who have very little knowledge of the target language and need language support outside the school.

In terms of feelings, many participants of the present study said that their confidence and motivation increased when they used ChatGPT to learn English. These findings are in line with prior studies, including Liu et al. (2024), Ngo (2024), Pham & Le (2024), and Van Horn (2024). The learners also shared that ChatGPT's support in learning English made them feel less worried and pressured. This finding is consistent with prior work (Pham & Le, 2024; Pham & Cao, 2025). Interestingly, some learners in this study admitted that they relied on ChatGPT for a range of learning needs, from practicing vocabulary, pronunciation, and grammar structures to writing. This indicates that ChatGPT can encourage self-regulation among learners. Several previous studies (Ngo, 2024; Pham & Cao, 2025; Van Horn, 2024) support this result. These findings regarding feelings suggest that ChatGPT can boost learners' confidence and motivation, reduce anxiety, and facilitate self-directed learning. This is especially significant for lower-proficiency learners because, according to Brown and Lee (2015), they heavily depend on their teachers. These learners also need to maintain positive emotions throughout their language-learning journeys.

The positive emotions reported by the participants, such as increased motivation, confidence, and reduced anxiety, can be explained through the lens of Self-Determination Theory (Deci & Ryan, 1985). This theory posits that when learners experience autonomy, competence, and relatedness, they are more likely to be intrinsically motivated. In this study, ChatGPT seemed to satisfy these needs by offering immediate feedback, flexible access to learning support, and a low-pressure environment, which enabled students to control their learning.

In the present study, many participants reported difficulty asking ChatGPT the right questions, leading them to often receive answers that were not relevant or confusing. Even though they asked the same questions, they received different responses from ChatGPT. They also shared that they were overwhelmed by the amount of information the tool provided. Besides, surprisingly, some learners in the current study worried that they might rely too much on ChatGPT. Participants in Ngo's (2024) and Van Horn's (2024) research shared the same worry. These findings suggest that beginning-level learners very much need basic AI digital literacy. In particular, they need to be instructed in creating effective prompts so they can receive answers that satisfy their learning needs, and in critical thinking to evaluate ChatGPT's answers.

If those limitations are resolved, ChatGPT can be a very useful tool for beginning-level learners of English. Since they have very limited knowledge of the language and AI digital literacy, the authors recommend that, when teachers integrate ChatGPT into their teaching practices to teach learners at this level, they should provide training on writing prompts and on using critical thinking to assess information. For instance, teachers can offer learners several sample prompts for specific tasks and then work together to evaluate responses from ChatGPT. With sufficient teacher support, these learners can use ChatGPT effectively and confidently to make their English learning journeys less challenging.

Based on the findings, it is evident that beginner-level learners require structured support in developing AI literacy. This includes explicit instruction on writing effective prompts that elicit relevant and understandable responses, as well as on critically evaluating the accuracy and appropriateness of AI-generated content. Moreover, learners should be guided in using tools like ChatGPT as a supplement, not a replacement, for teacher instruction and interactive classroom learning. Providing targeted training can help maximize the benefits of AI while minimizing risks of overreliance, confusion, or misinformation.

Conclusion

In conclusion, the study reveals that learners have very positive attitudes toward using ChatGPT for English study. The perceived benefits include better comprehension of the target language, time-saving, personalized assistance, accessibility, convenience, and honed language skills. The perceived challenges include irrelevant and inconsistent responses from the tool, difficulties creating prompts, information overload, technical problems, and reservations about the heavy reliance on AI-powered tools.

The main limitation of this study is that the data were collected from 38 learners at a college. Therefore, the results may not be generalised to other populations or contexts. In addition, the study depended on self-reported data from 38 learners, which might be subject to bias. Also, the research depends on learners' opinions on improvements, limiting the ability to make claims about ChatGPT's effectiveness in enhancing learning outcomes. Another limitation of this study is the significant gender imbalance among participants, with almost all being female. This reflects the nature of early childhood education programs in Vietnam but may limit the generalizability of the findings to more gender-diverse populations. Future research could examine whether learners with different gender identities perceive AI tools such as ChatGPT differently in similar educational contexts.

Further research should examine the long-term effects of ChatGPT integration on learners' language development, motivation, and self-directed learning. In addition, future studies could compare groups of beginning-level learners who use ChatGPT with those who do not to examine causal relationships between ChatGPT use and increased motivation. Further research should examine the extent to which teacher support and prompt-formulation training can maximize ChatGPT's effectiveness, particularly for beginner learners. Experimental designs comparing learners who receive prompt-based crafting training with those who do not could reveal best practices for using AI in English teaching and learning.

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Beyond Motivation: Students' Perception of Ethical and Learning-related Risks of AI-Driven Gamified Language Learning

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ABSTRACT

The use of artificial intelligence (AI) and gamification in language learning has garnered significant attention as these technologies are being increasingly integrated in higher education. Numerous studies have shown that their application in the language learning increases students' motivation, engagement and learning outcomes. However, in addition to the positive results, it is crucial to closely examine the potential drawbacks of AI and gamification, particularly their ethical and educational implications. This research employed a quantitative research method to explore students' perceptions of these issues. A total number of 212 undergraduate students at a public university in Hanoi, Vietnam were invited to participate in a structured survey. The responses were analyzed using basic descriptive statistics to gather their opinions about the ethical and learning-related risks of applying AI-driven gamified tools in the language learning process. The result revealed that students expressed critical concerns about data privacy and surveillance, stress caused by competitive elements, shallow motivation, and reduced social interaction. These issues call for more ethical design of AI-driven gamified tools, enhanced institutional guidance, and improved digital literacy education. These shifts are essential to ensure that AI and gamification play a supporting role without unintentionally harming students' language learning experience.

Keywords: Artificial Intelligence (AI), Gamification, Ethical risks, Learning-related risks

Introduction

Motivation and Gamification in Language Learning

In recent years, the application of AI and gamification has become a powerful approach with an aim to boost student motivation in language learning classes (Deterding et al., 2011; Su & Cheng, 2015; Öztürk & Korkmaz, 2020; Kapp, 2012; Jaiswal, 2024; Akarsu, 2015; Tida, 2024)

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According to Ryan and Deci (2000, p.69), "motivation has been a central and perennial issue in the field of psychology". It is a critical factor in sustaining learners' interest and persistence, particularly in challenging tasks. It includes intrinsic motivation, which "comes from within" (Muntean, 2011), and extrinsic motivation, "where an outside incentive stimulates the user to pursue the activity" (Zichermann, 2011). They play the role of influencing a learner's willingness and effort to engage in language learning. A thorough understanding of motivation and reinforcement reveals that both extrinsic and intrinsic reinforcement play a role in ensuring engagement and learning in a gamified environment (Koutropoulos & Porter, 2020). Extrinsic motivation can serve as a tool to spark a learner's curiosity in a task that may initially seem unimportant to them at the beginning of the learning process. Additionally, it can help motivate learners to engage in tasks they might find dull in the beginning (Kapp, 2012). Moreover, external incentives can enhance the enjoyment of completing tasks, direct focus toward specific objectives, and create a more immediate sense of time investment in a given activity (Kapp et al., 2014).

Gamification, built by adding elements such as leaderboards, points, badges to create an environment which is like in games for the learners so it can attract them and produce effective and motivational learning experience (Tida, 2024), has been proved to help increase both intrinsic motivation and learning outcomes (Bai et al., 2020; Buckley & Doyle, 2016; Chapman & Rich, 2018). However, many games applied in language teaching are merely "shallow gamification", which is described as "a thin layer of gamification, where the core teaching and learning processes are not substantially changed" and has little impact on motivation (Mozelius, 2021, p.3153). Mozelius and Hülser (2021) explored the differences between shallow gamification and deep gamification, claiming that deeper motivation, which can boost students' intrinsic motivation, requires deliberate preparation and more implementation efforts than shallow gamification.

Overall, integrating gamification into language teaching and learning requires a substantial investment in preparation and implementation. Without careful planning and executing, the outcomes may be negligible or even counterproductive for learners.

AI-driven Gamification in Language Learning

Learning a foreign language is considered a dominant skill in the 21st century (Wu et al., 2024). In today's highly competitive world, language proficiency is a valuable asset which can enhance individuals' competitiveness and provide higher chance of achieving professional success (Khosrawi-Rad et al., 2025)

AI in language learning typically incorporates features such as smart tutoring systems, automated feedback, and natural language processing; when combined with gamification strategies, these systems promote continuous engagement and motivation (Hamari et al., 2014). These strategies have been successfully applied in language-learning applications, such as Babbel and Duolingo, which are used by millions of users worldwide. In addition, Madden et al. (2025) showed that Kahoot! helped improve vocabulary, grammar, pronunciation and culture. In spite the fact that some students experienced anxiety, most felt motivated. In Le's study (2024), Kahoot! and Quizlet were identified as positively supporting students' English vocabulary learning. However, although they are advantageous to users in some ways, they may also cause stress and pose risks to data privacy. Ethical concerns are increasing as AI systems process vast amounts of user data. Furthermore, some addictive game elements, such as points, badges, and leaderboards, may cause people to prioritize rewards over acquiring knowledge. Studies have highlighted the risk of "surface learning" resulting from a focus on rewards rather than genuine understanding (Nicholson, 2015). Therefore, there is a need for further research

to explore the use of AI gamification in education to minimize potential risks and consequences.

Current literature largely emphasizes the benefits of AI and gamification; however, this study examines the negative effects of using AI and gamification in education. It focuses on how AI and gamification might impact student privacy, as well as students' interactions with their teachers and peers. It also examines how AI may impact the way students think, socialize, and learn independently. Ethical issues, such as data privacy, algorithmic bias, and surveillance, as well as learning-related risks, including shallow motivation and over-competition, need deeper investigation (Selwyn, 2019; Knox, 2020).

While AI and gamification offer numerous educational benefits, it is essential to critically examine their ethical and pedagogical implications. This study does not oppose the use of AI in language learning environments; rather, it aims to investigate students' perceptions of potential risks, such as data privacy, algorithmic bias, surveillance, shallow motivation, and reduced social interaction. By going beyond motivation, the research explores students' awareness and concerns about how these technologies affect their learning experience, autonomy, and interpersonal connections.

Literature Review

Related studies

AI and gamification have significantly contributed to the increase in learners' motivation and learning performance. However, despite the promising outcomes, educators and researchers have begun to question the ethical and pedagogical risks and have conducted research to thoroughly examine the problems (Srimathi & Anitha, 2025).

Regarding the "dark sides" of AI-driven gamification, a number of researchers have shown interest in this field. The study by Mogavi et al. (2022) found that gamified features in Duolingo, such as leaderboards and points, could prevent learners from achieving genuine engagement and lead to shallow motivation. Users reported experiencing reduced learning effectiveness, compulsive behavior, and increased stress. The findings indicated common causes of gamification downsides, including competitiveness, as well as the ethical and cognitive implications of this misuse. The authors concluded that practical design should be deployed to help reduce the risk of gamification misuse in educational apps. Additionally, Salmanova (2025) examined the potential downsides of AI-driven gamification in language education. Although the motivational benefits were acknowledged, several significant drawbacks were also highlighted, including cognitive overload from excessive game elements and the risk of superficial learning that focused more on rewards than on comprehension. The study also raised concerns about learners becoming overly dependent on AI-generated feedback, which may hinder their critical thinking abilities and communication skills. The paper emphasized that AI systems frequently lacked cultural nuance and emotional intelligence, resulting in unnatural language use. Besides, ethical concerns such as data privacy, algorithmic bias, and educational commercialization were emphasized. According to Al-Zahrani (2024), the use of AI in education brought not only benefits but also several serious problems. His study was a literature review and a survey of 260 university students. The results revealed issues including reduced human interaction, data privacy risks, algorithmic bias, and a lack of transparency in AI systems. Al-Zahrani also warned that students' critical thinking skills could be affected when they overuse AI. Additionally, he emphasized that enhancing transparency in AI design could help address multiple issues and urged the need for ethical and fair use of AI in education. Andrade et al. (2016) investigated both positive and negative sides of gamification in language

learning. Despite the fact that it can contribute to the engagement in learning process, it can also lead to problems such as addiction, stress, prioritizing rewards over real knowledge. The authors suggested that educators need to design gamification in a way that maximizes the benefits and minimizes the harmful effects.

In terms of perceptions of this issue, several notable studies have been conducted. Alenezi (2023) explored teachers' views on AI-driven gamification and identified several implementation challenges despite its motivational effects. Teachers reported frequent technical issues, insufficient training, and difficulties aligning AI features with curricular goals. Both educators and students experience frustration while encountering the disrupted learning process caused by these obstacles. The study also emphasized a lack of clear evidence on the long-term effectiveness of such systems as well as questioned their sustainability and educational value. Additionally, teachers expressed concern about its impact on the reduced depth of learning and indicated a need for a more cautious application of AI tools to prevent unintended negative consequences. Pitts et al. (2025) investigated students' opinions about the use of AI-powered chatbots. The study was a thematic analysis conducted at a large public university in the United States. Responses from 262 undergraduate students were analyzed to get final results. Besides several benefits of AI, such as personalized feedback, study support, and easier access to information, concerns about academic integrity, reduced critical thinking, overreliance on technology, misinformation, and ethical issues, including data privacy, algorithmic bias, and environmental impact, have also been acknowledged. One of the notable worries was the difficulty in distinguishing between AI-generated and human-generated work. Some students wondered that genuine efforts might be mistaken with AI products. The study by Samanta et al. (2024) examined the views of 5 students on the use of gamification in education. According to the participants, they experienced increased engagement and motivation, as well as critical thinking. However, they also reported some drawbacks, such as technical problems, reduced communication and interaction, competitiveness, and distractions from learning goals. At the conclusion of this qualitative study, the authors suggested that while gamification offered benefits, thoughtful implementation was essential to avoid negative effects.

Considering the rapid global integration of AI and gamification into language education, the amount of research on students' perceptions of AI-driven gamification in language learning remains limited, especially regarding its negative influences on learners. In the Vietnamese context, many students have been aware of and raise concerns about this issue; however, little attention has been paid. Therefore, further studies should be conducted to investigate how Vietnamese students at the higher education level perceive the integration of AI and gamification into language learning, particularly in terms of ethical and educational aspects.

Research Questions

This study aimed to explore tertiary students' opinions about the ethical and pedagogical risks associated with using AI-driven gamification for language learning. To achieve this goal, the study addressed the following research questions:

Question 1: How do university students perceive the ethical risks related to AI-driven gamified language learning?

Question 2: What are university students' concerns regarding the educational and psychological impacts of these tools?

Methods

Research Design

This study employs a quantitative descriptive research design to systematically investigate students' opinions about the ethical and learning-related risks of artificial intelligence in gamified language learning environments. This approach is particularly utilized for gathering general views across a large number of participants.

Instrument

In this study, a structured questionnaire was used as the research instrument in order to collect relevant data. Prior to the main data collection, a pilot study involving 60 students was conducted to test the appropriateness of the questionnaire items. The final version of the questionnaire consisted of 26 items. Among them, 24 items were rated on a five-point Likert scale (ranging from "Strongly Agree" to "Strongly Disagree") to assess students' levels of agreement with various statements. One item was designed to collect information on the participants' gender, and one item focused on self-reported digital literacy levels. The questionnaire covered three domains: personal information and digital literacy levels, ethical concerns including data privacy, transparency, and surveillance, and learning-related risks involving stress, motivation, social interaction, and critical reflection.

Data Collection and Analysis

To enable convenience and accessibility for participants, Google Forms were used to collect data. The survey was conducted in both English and Vietnamese to ensure students fully understood the content.

The data were then processed using SPSS software. Basic descriptive statistical methods, including means and standard deviations, were employed to summarize the participants' responses.

Participants

The participants consisted of 212 undergraduate students, comprising 170 females and 42 males, from a public university in Hanoi, Vietnam. All of them were attending an English language course from Year 2 to Year 4, making them suitable participants for the study.

The process of choosing participants is as follows. Three English teachers, each in charge of a different year level, were asked to help deliver surveys to their students. They explained the purpose of the study to their students, helped them understand it, and instructed them to complete the survey. There were 8 classes with a total of 237 students; however, only 212 students participated in the survey.

Findings

Participants' proficiency in using AI-driven Gamified language learning is rated on a scale of 1 (Very low) to 5 (Very high). This question was asked to assess students' experience with AI-driven, gamified learning platforms. As shown in Figure 1 below, the students have rather good ability in using the platforms (74% with high proficiency, 14% with very high proficiency, and 12% with moderate proficiency).

Figure 1

Gender and Proficiency in using AI-powered gamified language learning

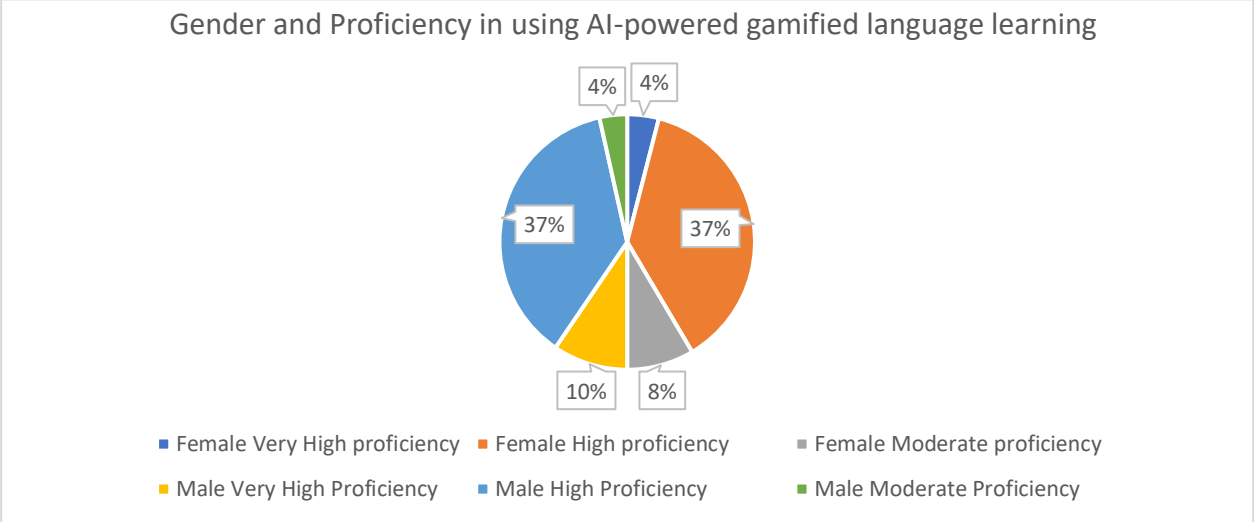

Table 1

Ethical Risks

Items	***Mean***	***Std. Deviation***
A. Data Privacy		
I am concerned that my personal data may be collected without my full consent.	3.7143	0.64365
I worry that AI-powered gamified language platforms may misuse my personal data.	3.7619	0.53896
I am concerned that my data might be shared with third parties without my knowledge.	3.9048	0.62488
I believe more information should be provided about how my data is stored and protected.	4.0476	0.58959
B. Transparency		
I find it difficult to understand how the AI decides which content or feedback to provide.	3.8095	0.60159
I think the goals and rules of the gamified learning system are not clearly explained.	3.8571	0.65465
I am unsure if the feedback I receive is generated by fair and unbiased algorithms.	3.619	0.49761
I believe AI systems in language learning should be more transparent in how they function.	4.2381	0.43644
C. Surveillance		
I feel uncomfortable knowing that the platform continuously tracks my progress and behavior.	3.7143	0.46291
I am concerned that my performance data is being monitored in ways I don't fully understand.	3.5714	0.50709
I worry that my mistakes or learning patterns could be permanently stored or used inappropriately.	3.5238	0.51177

Table 1 presents the findings on 212 students' perceptions of ethical risks associated with the use of AI-powered, gamified language learning platforms, specifically in terms of transparency, data privacy, and surveillance.

Data privacy is a major concern, as evidenced by the findings of four items in Section *A* of the survey. The first two items "*I am concerned that my personal data may be collected without my full consent*" and "*I worry that AI-powered gamified language platforms may misuse my personal data*" show that majority of the asked students worry that their personal data may be collected without their full consent (M = 3.71, SD = 0.64), or misused by the platform (M = 3.76, SD = 0.54). The concern about their data being shared with third parties without their knowledge, surveyed in the third statement, is obvious (M = 3.90, SD = 0.62). Additionally, in the last component in this part, students strongly agree that more information should be provided about how their data is stored and protected (M = 4.05, SD = 0.59).

Transparency issues are further emphasized in the next four survey components in Section *B, particularly the transparency* of the questionnaire. The highest-rated item overall is the belief that AI systems in language learning should be more transparent in their functioning (M = 4.24, SD = 0.44). Students also struggle to understand how AI decides what content or feedback to provide (M = 3.81, SD = 0.60) and feel the goals and rules of these platforms are unclear (M = 3.86, SD = 0.65). There is uncertainty surrounding whether the feedback they receive is fair and unbiased (M + 3.62, SD = 0.50).

Concerns about surveillance are also examined through three statements in Section C, *"Surveillance*." First, students report discomfort knowing that the platform tracks their progress and behavior (M = 3.71, SD = 0.46). The next item, "*I am concerned that my performance data is being monitored in ways I don't fully understand,*" expresses concern about their performance being used for purposes they cannot control (M = 3.5714, SD = 0.50709). Last, students worry that mistakes or learning patterns could be permanently stored or misused (M = 3.52, SD = 0.51).

From the analyzed results with low standard deviations, it is evident that students do care about and broadly agree on the need for more ethical, transparent, and respectful AI systems in education.

The results in Table 2 reveal students' insights into the educational risks associated with using gamified language platforms. There are 13 survey items divided into four sections: *Stress, Superficial Motivation and Motivation Conflict, Reduced Social Interaction, and Critical Reflection.*

Regarding Stress, many students express that the experience can be overwhelming. For instance, the statement *"I feel under pressure because my progress is constantly tracked"* has a rating of 3.85 (SD = 0.38), indicating strong agreement. Students also find the competitive nature of the platform more stressful than encouraging (M = 3.85, SD = 0.38). Students' fear of failing goals set by the platform is reflected in the item "*I feel anxious when I fail to meet the goals set by the platform"* (M = 3.53, SD = 0.51). Additionally, they experience a loss of encouragement when outplayed by their peers in games (M = 3.77, SD = 0.72).

In the area of Superficial Motivation and Motivation Conflict, there are 4 surveyed issues. The obstacle *"I focus more on earning badges or rewards than truly understanding the language content"* demonstrates students' feelings of prioritizing incentives over real knowledge achievement (M=3.53, SD=0.52). The response of being encouraged to finish tasks quickly rather than carefully (M = 3.69, SD = 0.48), suggests that gamified features may reduce students' learning quality. The highest concern is about self-doubt caused by the app's

performance tracking, with a mean of 4.08 (SD = 0.49). Additionally, AI and gamification can also cause students to feel discouraged about their overall language performance, resulting in poor outcomes (M = 3.7, SD = 0.5).

Table 2

Learning-related concerns

Items	*Mean*	*Std. Deviation*
A. Stress		
I feel anxious when I fail to meet the goals set by the platform.	3.5385	0.51887
I feel under pressure because my progress is constantly tracked.	3.8462	0.37553
I find the competitive features more stressful than motivating.	3.8462	0.37553
I feel discouraged when I see other users progressing faster than me.	3.7692	0.72501
B. Superficial Motivation and Motivation Conflict		
I focus more on earning badges or rewards than truly understanding the language content.	3.6154	0.50637
The gamified features encourage me to complete tasks quickly rather than carefully.	3.6923	0.48038
When I perform poorly, I feel discouraged about my overall ability to learn languages.	3.8462	0.5547
The app's way of measuring my progress makes me question my abilities, even when I understand the content.	4.0769	0.49355
C. Reduced Social Interaction		
These tools limit my opportunities to receive genuine human feedback or guidance, and interact with teachers or peers.	3.6923	0.48038
I find it hard to express confusion or ask for clarification, which affects my learning effectiveness.	3.9231	0.76955
D. Critical Reflection		
Gamification makes it harder for me to reflect on what I've truly learned.	4.1538	0.37553
I feel that I learn less deeply than I would in a traditional classroom setting.	3.8462	0.37553
Game-like features of gamified apps encourage me to rush through the tasks rather than think critically.	3.7692	0.43853

In terms of Reduced Social Interaction, students report that these platforms limit their chances to interact with others or ask for help, with one item scoring 3.92 (SD = 0.77). The result of the item aligns with the next question, showing high agreement that they find it hard to seek help to clarify their knowledge when needed (M=3.92, SD=0.77).

Finally, under Critical Reflection, students express concern that gamification interferes with deep thinking and true understanding (M = 4.15, SD = 0.38), indicating a strong belief that the format may hinder reflective learning. Many students admit that they prefer a traditional learning environment when it comes to the ability to deeply understand the knowledge (M = 3.84, SD = 0.38). Lastly, game features are reported to affect learners' critical thinking as they race to complete the tasks (M = 3.77, SD = 0.44).

Overall, the findings indicate that students draw attention to learning-related issues related to the use of AI and gamification in the educational environment. Additionally, low standard

deviations indicate that they share a high level of agreement on these problems.

Discussion

The findings of this study support previous research on the negative effects of AI-powered gamified learning. While AI and gamification have undeniable motivational value, they also bring about ethical and pedagogical concerns. Students are not passive consumers. Many of them are aware of the challenges and are critically engaging with the tools they are expected to use. The results aim to contribute to urge administrators and educators to take into consideration the design and application of AI and gamification to protect learners' rights and learning experiences.

The concern over ethical risks was obvious. Data privacy received a lot of students' attention; a result aligned with that of Al-Zahrani (2024) and Pitts et al. (2025). The lack of transparency in AI feedback highlights the need for more interpretable models and effective user education. The emotional toll of competitive gamification mechanisms indicates that motivation must be carefully managed to avoid counterproductive stress.

Many students reported feeling stressed due to being tracked and participating in competitions all the time, a finding similar to those of Mogavi et al. (2022) and Andrade et al. (2016), who found that gamified features can increase pressure and reduce motivation. Many students also paid more attention to earning rewards than gaining knowledge, which may lead to shallow learning. The same result was noted in the studies of Salmanova (2025) and Andrade et al. (2016).

A major concern was the reduction in human-to-human interaction. Learners felt they had fewer chances to ask for help or discuss problems with teachers and peers. Similarly, Al-Zahrani (2024), Salmanova (2025), and Samanta et al. (2024) expressed concern that AI was lowering the quality of social communication. In addition, students felt that gamified systems made it harder to reflect on what they learned, encouraging fast performance over deep thinking.

The findings suggest that we need to be more thoughtful about how we utilize AI and games in language learning. Although gamification and AI have been proven to be beneficial to students, the results indicate that poorly designed AI-driven gamification may unintentionally harm students. Therefore, improvements should be considered to ensure that these purposes are served ethically. Ethical design ensures that game mechanics do not manipulate students' and learners' data, and that their privacy is protected. Additionally, the balanced use of AI-driven, gamified learning language should not be overlooked. Institutions must establish clear rules and monitor how these tools are used to meet not only educational goals but also ethical standards. Additionally, many students should have the right to understand how their data is used. Together, these elements support a more responsible, transparent, and learner-centered approach to the use of AI in education.

Conclusion and limitations

This study was conducted solely at a single public university in Hanoi, with a sample size of 212 students, which presents a significant limitation in terms of the generalizability of the findings. Since every university has its own system, students, and teaching methods, the findings from this research may not accurately reflect what happens in other schools, either in Vietnam or in other countries. Future research should incorporate diverse populations and

employ mixed methods to gain a deeper understanding of the impact and sustainability of such learning tools.

This study demonstrates that although language learning through gamification tools integrated with AI holds many attractive potential benefits, it also presents several challenges. Students understand the benefits that AI can bring to learning, but they also recognize the risks related to ethics and learning quality when using these technologies. The results showed that learners were aware of issues such as data privacy, learning quality, and mental health. These concerns are legitimate, and measures need to be taken to balance the benefits and risks brought by AI. Authorities and educational institutions need to be more responsible in applying technology in education to avoid harmful effects on learners. It is necessary to reorient the use of AI through the development of clear regulations from the outset of gamification design. In addition, it is necessary to support students in developing digital skills, as technology can serve learning effectively without compromising ethics or mental health. AI and gamification should be used to support teachers, rather than replace them entirely. The ideal combination is one where AI provides personalized lessons, quick feedback, and engaging activities, while teachers offer emotional support, cultural understanding, and facilitate real-life communication. As AI tools are predicted to evolve, it is crucial to utilize them in a thoughtful and equitable manner. When used correctly, these tools can not only help learners improve their language skills through technology but also prepare them to communicate confidently in real-life situations and cross-cultural environments.

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Biodata

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Employing AI in ESL Classrooms: Assumptions, Development, and the Use of AI-Integrated Writing Tasks

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ABSTRACT

As AI becomes increasingly inevitable in educational settings, understanding its effective implementation becomes paramount. This qualitative case study investigates the potential benefits and underlying assumptions of AI integrated writing tasks in the second language classroom. The study explores the effectiveness of an adapted version of a picture description writing task employing AI image generation, as an indirect feedback tool, in terms of learner autonomy, affective factors, and language enrichment. In addition, the paper gauges the prerequisite knowledge and competencies required by teachers to bring AI into the classroom. The writing task was administered to two groups of intermediate ESL learners, one group using an AI Image Creator as a support tool. Data was collected through the individual performance of each learner during the task. Perceptions and attitudes were also gathered through questionnaires and semi-structured interviews with the students and the teacher after the intervention. The results revealed the positive effect of using the Image Creator on the student writing, autonomy and motivation. It also shed light on the technical knowledge required to use AI integrated tasks in the second language classroom.

Keywords: indirect feedback, descriptive writing, ESL, Bing AI Image Creator, artificial intelligence

Introduction

Writing is a vital component of effective communication. It is a vehicle for self-expression. From texting our friends to writing novels, the written word is expected to capture the complexities of our thoughts and emotions. Mastery over writing not only empowers the individual to articulate themselves with clarity and precision but also exhibits a command over the language. Producing a written text is considered one of the most difficult parts of language learning (Nunan, 1999). It is a complex process that require the learner to simultaneously do several things like, generating ideas, organising, choosing the right lexicon, syntax and genre, reviewing and eliminating errors. This complexity is reflected in the plethora of studies that suggest various strategies, methods and approaches to teaching and learning writing such as

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product writing, process writing or genre-based writing to name a few (Selvaraj & Abdul Aziz, 2019). However, these different schools of thought agree on one crucial aspect of learning to write - feedback.

Feedback can be classified in different ways based on its source (teacher or peer), medium (written, oral, or technology-mediated), or type (formative or summative, direct or indirect). Lee (2011) notes that over the years, there has been a notable increase in research on feedback in writing. As a result, there is an abundance of guidance available in the literature on how to provide feedback. Despite the sound evidence supporting the positive effects of formative feedback in writing, teachers often revert to traditional models of summative feedback. This happens primarily because of the gruelling nature of providing formative feedback, especially when it comes to writing. An answer to easier and effective ways for teachers to give out feedback could be found in technology.

Advancements in Natural Language Processing (NLP) have brought forth automated assessment and feedback systems that mitigate this problem to a certain extent. However, these applications are usually not feasible or accessible enough for everyone. Teachers have relied on technology, to some extent, to provide feedback to students. They have reciprocated with considerable uptake of this technology-mediated feedback as well. With the advent of machine learning and artificial intelligence, particularly the sudden accessibility of tools like ChatGPT and DALL-E, technology has become more deeply ingrained in our lives, and consequently, in the language classroom as well. Some studies, such as those by Kasneci et al. (2023), have noted the potential for adopting and adapting it in the classroom to benefit teaching and learning at every level. While others have reservations about this nascent technology and its applications, it is here to stay and it is up to us to find ways to adapt and engage with it.

Reconciling with its inevitability, this qualitative study examines the potential of integrating AI into the language classroom as part of the learning process. We use an application called Bing Image Creator as a feedback tool in a descriptive writing activity and observe the effects it has on the students' writing, autonomy, and motivation. The thesis is that AI tools can help enhance the quality of student writing as well as their engagement with the process.

Literature Review

Feedback in Writing Classes

Feedback has one of the most important influences in learning (Hattie & Timperley, 2007). Its effectiveness hinges on the nuanced concept of feedback, which has sparked considerable debate (Ellis et al., 2008; Ferris, 2003; Hyland & Hyland 2006). Lee (2011) underscores that research emerging from process writing schools emphasizes the need for formative feedback strategies but often overlooks the strenuous demands on teachers. Lee's study also reveals that although teachers are inclined towards a 'feedback revolution,' a lack of training, support, and practical constraints, such as feasibility, hinder their ability to bring about change. With the advent of artificial intelligence and advancements in Natural Language Processing (NLP), Kasneci et al. (2023) proposes leveraging these accessible AI technologies to provide personalized feedback, potentially saving teachers time and effort in creating customized materials and feedback.

Over the years, studies have consistently shown that new forms of feedback are well-received by learners. Cunningham (2019) discovered that students preferred screencast video feedback, a relatively new technology at the time, over text-based feedback due to its efficiency, clarity,

ease of use, and enhanced comprehension. The efficacy of technology-mediated feedback is evident, not only in enhancing writing skills but also in positively impacting student engagement, motivation, and perceptions. Francis (2017) corroborates that the use of technology in the classroom motivated students and enhanced their perception of the learning process. This is reflected in Harper (2009), where the use of digitized oral feedback and a classroom active response system increased students' feelings of competence, intrinsic motivation, and autonomy.

In these studies, direct feedback was employed, whereas the tool used in our study provides responses that can serve as uncoded indirect feedback. Direct feedback, as defined by Ellis et al. (2008), involves providing the correct form, while indirect feedback involves signalling and/or locating errors. Bitchener & Ferris (2012) argue that indirect feedback is better suited for advanced learners, as they are more likely to notice errors and subsequently learn from them in response to this type of feedback. Drawing from Schmidt's noticing hypothesis (2001) advanced learners tend to recognize gaps or errors and modify their production to correct themselves when exposed to indirect feedback, as hypothesised by Swain (1995). Recent studies, such as Jamalinesari (2015), have demonstrated that indirect feedback is more effective than direct feedback in enhancing students' composition writing skills. Similarly, Nusrat (2019) found that indirect written feedback, combined with revisions, resulted in improved performance in subsequent writing tasks compared to no feedback at all.

Returning to Lee's observation regarding teachers' reluctance to adopt formative feedback strategies in writing, inspired by process writing strategies, it is a promising step forward to address this concern by exploring the potential of providing students with accessible and engaging means of receiving indirect feedback in descriptive writing.

Writing with AI

The integration of Artificial Intelligence (AI) into educational writing support has emerged as a promising avenue for enhancing student writing skills. Rahman et al. (2022) investigated AI-driven writing platforms and found generally positive outcomes in student writing skills and perceptions. Mun (2024) specifically highlighted the effectiveness of tools like ChatGPT in addressing lexical and grammatical errors, providing immediate and personalised linguistic support. Marzuki et al. (2023) revealed that AI writing tools can also significantly contribute to improving both writing style and structural coherence. The ability to offer instant, personalised feedback represents a substantial advancement in writing instruction, addressing individual student needs more precisely than traditional methods (Song, 2023; Pham, 2025)

Despite these promising developments, researchers have identified critical limitations in AI-driven writing support. Oktarina et al. (2024) noted a significant concern: AI feedback tends to concentrate predominantly on surface-level writing elements, such as grammar and vocabulary, often overlooking higher-order writing elements. This surface-level focus can be particularly problematic for advanced learners. S (2024) highlights students' desire for more comprehensive feedback, particularly on higher-order writing concerns such as argumentation and critical thinking. The current AI tools provide mechanistic corrections that may inadvertently undermine students' opportunities for deep learning and self-correction.

The over-reliance on AI feedback raises important questions about learner autonomy and the development of critical writing skills. While AI tools offer objective and consistent feedback, they may potentially diminish students' intrinsic motivation to independently identify and correct their writing errors (Afiliani et al., 2023). This could lead to a dependency model where students become passive recipients of corrections rather than active participants in their learning

process.

Research Questions

To fulfil the purpose of the study, we sought to answer the following research questions:

1. How does the use of an AI Image Generator as an indirect feedback tool affect ESL students' writing?
2. What are the observable effects of using AI image generator as a feedback tool on learners' autonomy, motivation?
3. What are the assumptions, pre-requisites, and challenges in integrating AI into a writing task?

Methods

Pedagogical Setting & Participants

Fifty students from an autonomous college in Ernakulam, a district of southern state of Kerala, India, participated in the study. They were first-year psychology students, between the ages of 17 and 20. Although, the total strength of the class is 60, those who did not attend either one of the classes or turned in incomplete scripts were excluded from the data. The participants consisted of 78% girls and 22% boys who shared Malayalam as their first language and had studied in English medium schools. The students were assumed to be at a minimum level of low-intermediate proficiency, and their course teachers corroborated this based on their performance in the first internal examination.

This class was chosen due to availability and time constraints. The common course in English follows an LSRW structure of delivery. Beginning with Listening and Speaking in the first semester and Reading and Writing in the second semester culminating in creative and academic writing.

The participants were informed about the research study and that the material they produced will be used for academic analysis. They were guaranteed complete anonymity, and that no personally identifiable information will be disclosed. Participant privacy and confidentiality were maintained throughout the research process.

Design of the Study

To answer the research questions, this study employed the following qualitative research methods:

1. Content analysis of the worksheets from the sessions.
2. Semi-structured interview with the teacher.
3. Focus group discussion with the students.
4. Feedback questionnaire for the students.

Data collection & analysis

The study was conducted in three 1-hour sessions over a period of two days. The first session focused on developing descriptive language. The session consisted of adjective-noun pairing, descriptive sentence expansion, and guided rewriting tasks, followed by freer practice pair activities such as describing an imaginary place or a scene, and concluded with peer feedback and group discussion. The researcher facilitated lexical enrichment by pre-teaching target

vocabulary, modelling descriptive sentences, and prompting students to use synonyms and sensory details. The preparatory session also helped to gauge the students' ability to follow instructions as well as their overall response to the material.

On the following day, the students were divided into an experimental and a control group. The students were further paired, upon their course teacher's guidance, to maintain similar skill levels across the group. The experimental group was seated the computer lab, while the other was seated in the classroom. Both groups completed the same core tasks. The researcher handled the experimental group, while the course teacher held the session for the control group.

Task 1 had the students read a description of a house and an excerpt from J.R.R. Tolkien's *The Hobbit.* The students were asked to infer the details from the passage to describe another room in the house. They were instructed to include at least three sensory adjectives and prepositional phrases as scaffolds to help complete the task. These requirements served as criteria for later evaluation. Task 2 required the students to describe, in their own words, an image (Figure 1) displayed on the screen, aiming to capture both content and emotional tone.

The experimental group used Bing AI to visualise their task 1 descriptions and to generate images in task 2 based on their own writing. The images were judged based on alignment with the written prompt, accuracy of details and general fidelity to the reference image in terms of tone and content. Students were encouraged to tweak and edit their descriptions, or in this case "prompts", to produce an image that meets these criteria. The control group followed the same writing tasks with classroom resources, but without the use of AI as a feedback tool in the writing process

Data sources included written description from both tasks, and screenshots of AI prompts and generated images from the experimental group. A survey questionnaire with Likert-scale items and open-ended questions on perceived writing improvement, use of AI tools and motivation was completed by the students in under twenty minutes immediately after the final task. Along with this, a semi-structured interview with the teacher on student engagement and motivation in writing classes was conducted by the researcher. In addition, focus group discussions were conducted with 5 volunteers from each group, where they shared their reflections and learning experiences.

Written and discussion data were analysed using inductive thematic analysis, with in vivo coding in the early stages. Early codes were related to descriptive elements, details of composition, and lexical patterns. Discussion and interview data saw emerging themes of writing quality, leaner autonomy and motivation. To ensure reliability, a second researcher independently coded a sample of the data, and discrepancies were discussed until agreement was reached.

Figure 1.

A still from Harry Potter and the Philosopher's Stone (2001)

Findings and Discussion

Impact on student writing

The content analysis from the written submissions of task two revealed that the use of the Image Creator had significant impact on the writing in terms of content. The experimental group attempted to capture more details from the image as compared to the control group. Moreover, they were aware of the composition and the spatial relationship between the different elements in the picture provided. The students could see that their prompts were accurately rendered, and they needed to be more specific when describing a scene. They noted in the post-task questionnaire that, "I had to write very specifically to get the result I wanted" and "It helped me describe things in a more detailed way." Most of the first prompts were simpler descriptions, for example, S29 wrote "there is a castle on top of rocky hills on the bank of a river…there are small boats in the river" without describing their relationship or how these elements are compositionally organised. Subsequent prompts saw the students add more detail to their descriptions in attempts to generate an image closer to the reference provided. S29's final prompt generated figure 2 which said:

> "a beautiful night sky with a full moon that is shining bright. A huge castle that has flickering lights. The majestic castle is built on top of a rocky hill facing a silent river, where there are several boats in the river with lanterns, approaching the castle. The warm light from the lantern and the moon is reflecting onto the water."

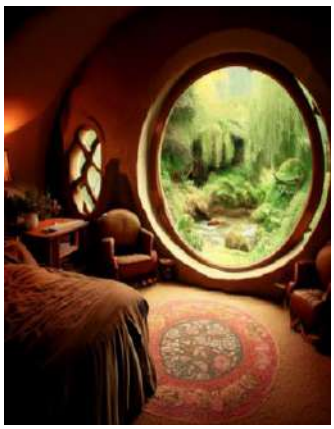
72% percent of the students in the experimental group added descriptions that showed either a relationship between the elements or their composition in the frame. Whereas only 27% of the students' writing exhibited a similar quality in the control group.

Figure 2.
Image generated by S29's prompt.

However, the writings from the control group were more evocative and syntactically sound. Grammatical accuracy was not a criterion for assessment and yet it was evident in comparison that prompting did not require proper sentences for the Image Creator to respond with considerable accuracy (much like search engines). This resulted in the use of minimal phrases in the prompts as summarised by a student's response, when asked about how the AI tool helped her write, "It was easy as I didn't have to write a whole sentence." On the other hand, the descriptions from the control group were more elaborate – including atmosphere and sentiment. For example, "eerie night", "calm waters", "anxiously waiting in the boats", and "mysterious charm" were some of the qualifiers used. 59% of the students in the control group included such qualifiers that set a tone or mood as opposed to only 11% from the experimental group.

Interestingly, while doing task one, we noticed a difference in students' response to the reading material. Those in the experimental group were boxed into the renditions of the image creation, which were sometimes off the mark. These were based on prompts drawn from partial descriptions from the passage. It was evident that few students did not synthesise the information from the passage. Figure 3 is the image generated by S27, based on the description, "…rooms were on the left side and had round widows, and the view from inside was looking over a scenic garden which is a little overgrown with vines." Whereas S31 had synthesised the information that this house was built into the side of a mountain and generated a different image, based on the same text.

Figure 3.
Images generated by S27 (left) and S31 (right)



The literature notes a significant concern that AI feedback often concentrates on surface-level writing elements, such as grammar and vocabulary, potentially overlooking more complex writing elements like argumentation and critical thinking. This study paints a mixed picture. The experimental group, using the AI Image Creator, demonstrated an increased awareness of composition and spatial relationships and became more specific in their choice of words to accurately render prompts. This suggests that for descriptive writing AI can encourage attention to detail and content fidelity, which goes beyond grammatical correction. However, the study also found that the control group's writings were more evocative and syntactically sound, focusing on grammatical propriety as well as an attention to the atmosphere and tone. Compared to the experimental group's minimal phrases, because AI does not require whole sentences, the control group was spared from the interference of AI tools that could have inadvertently hindered the experimental group's development of complex sentence structures and nuanced expressions.

Effect on learner autonomy and motivation

The experimental group showed remarkable engagement with the task, primarily due to the Image Creator. They were eager for the next task, anticipating an opportunity to experiment with the tool. The result from the questionnaire indicates that 85% of the students had not used an AI Image Generator before. Seventy-four % were looking forward to using it again, and 26% mentioned that they might find some use for it. Apart from the novelty (Clark 1983), students admitted that "It helped me to describe my preferred image exactly like I wanted" and that "The image generated was similar to the description, which validated our work, I guess. It was interesting." In contrast, their course teacher noted that the students in the control group were not as enthusiastic or engaged with the descriptive task. Post-task discussion revealed that they found the writing task difficult because they had to produce something original. This was due to some certain factors such as a lack of vocabulary.

The inclination to write a prompt in as fewer words as possible pushed the students in the experimental group to come up with precise words that would describe what they were looking for, as a student notes, "To think of more words to generate perfect images." The struggle to find the right words was very evident, as is corroborated by their responses in the questionnaire. Students were not restricted from using online dictionaries, and a few of them used them to find the right words. Other students brainstormed among their groups to come up with the right descriptions.

Regardless of the group, 62% of the class mentioned that they "couldn't find the right words" when asked what their biggest challenge in the task was. Twelve % of the participants felt that their sentences were grammatically incorrect, and 7% attributed this to their lack of understanding or confidence in writing on their own. As noted above, the "validation" received from the image generator promoted confidence in the user. The students in the control group revealed that they were unsure of their writing and lacked confidence.

This positive effect on motivation and engagement aligns with studies suggesting technology-mediated feedback can positively affect student engagement and perceptions. However, the ease of inputting fragmented phrases to achieve a visual output might reduce the cognitive effort traditionally required, potentially developing a passive recipient role rather than an active participant in the full writing process.

Assumptions and challenges of integration

The study required a computer lab with stable internet connection that could seat 27 students simultaneously. Each pair had to sign up to use the Image Creator service and required a certain

level of technical knowhow to navigate through it. We had to assist certain students through the process, and a considerable time was spent to familiarise them with the process of prompting and generating images. This tool can be demanding in terms of infrastructure and of the teacher to be technologically savvy and pro-active. Some institutions may not find it feasible or easy to adopt such tools on a large scale. Interview with the teacher and discussions with the students informed us that although AI Image Creator can be engaging to use in class, it is very close to being a visual distraction in of itself. It does have the potential to be adapted as a feedback tool and integrated into learning management systems but in its present state it is not designed as a feedback tool. The teacher voiced similar concerns regarding classroom management and maintaining the students' focus on the task. Teachers are expected to be aware of how prompts work. Prompt engineering is very different from creative or academic writing, and it is shaping up to be a vital skill in the present world. These findings underscore the crucial need for teacher training and support to effectively integrate AI tools, directly addressing the "lack of training" and "practical constraints" mentioned the review of literature.

Discussion

AI Feedback and Writing Development

This study extends existing research on technology-mediated feedback by demonstrating that an AI Image Generator can improve descriptive language in ESL writing. The experimental group's writing revealed a greater awareness of composition and spatial relationships than the control group, reflecting that visual AI feedback can promote higher-order cognitive engagement rather than focusing solely on surface-level accuracy. This finding contrasts with concerns raised by Oktarina et al. (2024) and S (2024), who argue that AI feedback often privileges grammar and vocabulary over content and organization.

However, while students in the experimental group demonstrated heightened specificity, their writing showed reduced syntactic and emotive complexity. The control group produced more expressive sentences and mood-setting qualifiers, echoing Afiliani et al.'s (2023) caution that AI may reduce opportunities for comprehensive language use when it rewards brevity and fragmented input. This trade-off aligns with Loncar et al. (2023), who noted that technology-mediated feedback often prioritises immediacy and precision over depth of expression.

Indirect Feedback and Learner Cognition

The AI Image Generator functioned as an uncoded indirect feedback mechanism, prompting students to refine their linguistic output through iterative prompts. This iterative noticing and refinement process mirrors the feedback mechanisms described in Jamalinesari (2015) and Nusrat (2019), who found indirect feedback to be effective in promoting active engagement and revision. In this study, learners' iterative prompting cycles revealed awareness of the gap between their descriptive texts and the visual output, supporting the applicability of the noticing and output hypotheses (Schmidt, 2001; Swain, 1995) in AI-mediated writing contexts as well. The validation students felt upon successful image generation suggests that the visual output acted as a form of nonverbal feedback (Jamalinesari, 2015; Nusrat, 2019). This study also noted that some students failed to synthesize textual input comprehensively. The findings align with Loncar et al. (2023) suggesting that indirect visual feedback may focus learner attention on individual elements instead of a holistic understanding, without structured guidance.

Motivation, Engagement, and Learner Autonomy

The novelty and immediacy of image-based feedback significantly enhanced learner motivation. A majority participants (85%) had not previously used AI image tools, and 74% expressed willingness to reuse them. This is consistent with previous findings that technology-mediated feedback fosters engagement and positive attitudes toward writing tasks (Francis, 2017; Harper, 2009; Cunningham, 2019). Students' comments, such as "It helped me describe my preferred image exactly as I wanted", indicate that visual immediacy provided intrinsic validation, reinforcing Francis's (2017) and Harper's (2009) findings on motivation through technological intervention.

However, this engagement also gave rise to an emerging dependency. The tendency to use fragmented prompts ("I didn't have to write a whole sentence") indicates reduced cognitive investment, echoing Afiliani et al.'s (2023) concern that ease of AI use may weaken autonomous learning behaviours. Students could develop conditional autonomy, where engagement and agency are dependent on tool facilitation rather than internalized skills. This aligns with Vu's (2022) findings, which suggest that while technology enhances motivation, it also requires pedagogical oversight to ensure meaningful, rather than mechanical, engagement.

Pedagogical Integration and Teacher Competence

The practical challenges observed during AI integration validate Lee's (2011) observation that teacher training, institutional readiness, and technical infrastructure are essential for the sustainable use of technology-mediated formative feedback. Effective integration required significant involvement by the instructors, from tool orientation to managing learner expectations. Vu (2022) similarly identifies both opportunities and challenges in integrating technology within higher education, noting that technological innovation requires adaptation, training, and institutional support to avoid superficial implementation.

The AI Image Generator used in this study was not designed as a pedagogical instrument, which underscores the need for careful contextualization. As Loncar et al. (2023) emphasize, technology-mediated feedback should not be viewed as an autonomous or replacement system but as a complement to teacher-led feedback that supports specific learning goals. The observed dependence on visual feedback further suggests that AI-based tools should be used as supplementary instruments rather than comprehensive feedback systems.

Conclusion

In this study, we investigated the impact of using an AI Image Generator as an indirect feedback tool on the writing of ESL students. Our research questions focused on the effects on writing content, learner autonomy, and motivation, as well as the assumptions, prerequisites, and challenges of integrating AI into a writing task.

Students who used the AI image generator demonstrated a heightened awareness of composition and spatial relationships within the provided images. They became more specific in their choice of words, striving for accuracy in rendering the prompts. This led to improved descriptions that showcased relationships between elements and their composition in the picture. In contrast, the control group's writing was more syntactically proper and emotive, but they did not exhibit the same level of detail and composition awareness as the experimental group.

Students using the AI image generator displayed remarkable engagement with the task. Many of them had not previously used such a tool, and they expressed eagerness to experiment with

it further. This novelty factor, combined with the tool's ability to help them describe their preferred images precisely, contributed to their motivation and engagement. Comparatively, the control group found the task more challenging, without any tools for support, leading to lower engagement.

Integrating AI into a writing task requires certain prerequisites and comes with its own set of challenges. Some students required additional guidance to navigate the tool. The tool itself is not designed for pedagogical purposes. Despite its potential, the image creator must be carefully tweaked to fit into a pedagogical task. Institutions considering the adoption of such tools on a large scale should be aware of the infrastructure and technical demands. Additionally, teachers need to be technologically savvy and proactive to facilitate the integration of AI tools effectively. Furthermore, the study highlighted the importance of prompt engineering as a distinct skill in the context of AI-assisted writing tasks.

To summarize, the use of an AI Image Generator as a formative feedback tool positively influenced ESL students' writing in terms of content, engagement, and motivation. However, it also raised challenges related to technical requirements and classroom management. Educators should carefully consider these findings when incorporating AI tools into language learning environments, recognizing both the benefits and potential pitfalls.

Limitations of the Study

We had a limited window of 3 hours to work with the participants. While we successfully validated our hypotheses within this time frame, a longitudinal study would have yielded more pronounced and conclusive results. The study could have had different outcomes had it been conducted in the second semester, as part of their writing course. The novelty factor of the tool may have skewed the perceptions of this study, which is why a longer time frame could have helped.

Recommendations for Future Studies

Further studies could explore the impact of using an image generator on the students' imaginative capacities and reading comprehension. The long-term impact of using such tools could also be measured. Future studies could also explore the use of other AI tools like ChatGPT in flipped classrooms and redesigning pedagogical methods to incorporate and encourage the ethical use of such tools. An evaluation of the feasibility of integrating AI into language education and teacher training is essential for educational institutions and policymakers. This study has unravelled one potential application of integrating AI into the language classroom.

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Biodata

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Applying AI Tools to Enhance Argumentation Skills in Debate Activities for EFL Students

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ABSTRACT

This study examines the impact of artificial intelligence (AI) tools on the development of argumentation skills through debates among third-year English majors at a public university in Vietnam. The study combines quantitative and qualitative methods, utilizing a questionnaire with 150 students, semi-structured interviews with 3 teachers, and reports on the AI tool usage of 63 students. The quantitative data from the questionnaires were analyzed using SPSS 26, while the qualitative data from the interviews and reports were thematically analyzed. The findings indicate that the perceived positive impacts of AI tool integration include enhanced idea and evidence generation, argument structuring, interaction, feedback, and overall performance in debates. However, participants report several challenges related to the AI's interpretation of students' ideas, the provision of high-quality and relevant responses, and students' independent and critical thinking. Finally, the study provides suggestions to enhance the effectiveness of integrating AI tools in developing argumentation skills for EFL students.

Keywords: AI, debate, argumentation, speaking, EFL

Introduction

Recent years have witnessed the drastic development and significant impact of artificial intelligence (AI) on education. Many educational institutions worldwide are incorporating AI into traditional teaching to improve learning efficiency and accessibility. Research has demonstrated AI's beneficial impact on learners' critical thinking (Darwin et al., 2023; Guo & Lee, 2023; Law, 2024; Muniandy & Selvanathan, 2024), problem-solving (Kuswiyanti et al., 2023; Law, 2024), and communication abilities (Muniandy & Selvanathan, 2024). Conversational chatbots, such as ChatGPT and Character AI, can mimic authentic communication, provide immediate feedback, and actively engage learners. Therefore, they have become more prevalent in language education (Fryer et al., 2020; Ray, 2023; Son et al., 2023), creating opportunities for students to enhance their communication skills. They are considered excellent partners in language learning because they can generate continuous interactions with learners, encourage them to ask questions more effectively, and enable them

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to apply newly learned grammar and vocabulary (Fryer et al., 2020; Javaid et al., 2023).

In language education, debate is an effective activity for teaching speaking, allowing students to construct, present, and defend arguments in interactive scenarios (Majidi et al., 2021). It helps develop speaking skills, particularly fluency, lexis, grammar, and pronunciation (Syamdianita & Maharia, 2020; Truong et al., 2022), and enhances learners' logical thinking (Putri & Rodliyah, 2020; Syamdianita & Maharia, 2020). AI chatbots can enhance the effectiveness of this activity by enabling students to construct well-structured arguments, thereby improving their logical thinking and teamwork (Darmawansah et al., 2024; Guo et al., 2023). However, much of previous research has focused on the impact of AI on teaching and learning in general (Law, 2024), how AI helps enhance interactions through endless conversations (Javaid et al., 2023), or improving speaking skills (Kim et al., 2021; Kuswiyanti et al., 2023; Shazly, 2021). Limited attention has been given to its use in developing argumentation skills through debates. This study, therefore, aims to narrow the gap by exploring the benefits and challenges of applying AI tools, specifically ChatGPT and Character AI, in debates to develop argumentation skills in a speaking course perceived by third-year English majors at a public university in Vietnam.

Literature Review

Argumentation Skills and Debate as a Technique for Teaching Argumentation

Argumentation is a fundamental component of scientific reasoning (Kuhn et al., 2008) and has been applied in various fields. Van Eemeren (2009) defined argumentation as a process through which individuals verbally present logical arguments that either support or refute a given claim to persuade an opponent. According to Toulmin (2003), an effective argument should comprise six components of claim, data, warrant, backing, rebuttal, and qualifiers. First, the claim is the point that the speaker or writer wants to make. Second, data refer to the evidence used to support the claim. Third, warrant is the assumption that connects the data to the claim. The fourth component is backing, which comprises the specific examples that support the warrant. The fifth component is rebuttal, which refers to the counterarguments or refutations of opposing claims. Qualifiers are the last components which mean the words that show how often the claim is applicable.

In language education, argumentation skills have become a topic of interest to researchers. Regarding writing skills, Nejmaoui (2019) demonstrated that integrating critical thinking into a writing course significantly improved students' argumentative writing. Jumariati et al. (2021) indicated that students could make good claims and evidence but demonstrated weaknesses in presenting opposition and refutation in their argumentative essays. Saputra et al. (2021) highlighted several problems in students' argumentative essays related to cognitive, linguistic, and psychological aspects. Concerning argumentation, they pointed out that students have insufficient knowledge of the main features of an argumentative essay, as well as problems with grammar and vocabulary, and challenges in organizing, presenting arguments, and providing evidence.

In speaking training, debate is one of the most common techniques used to help students improve their argumentative skills. As defined by Freeley and Steinberg (2014), debate is the exchange of ideas where individuals explore different viewpoints and argue their points to reach a well-reasoned conclusion about a topic. Therefore, in this activity, the arguments supporting and opposing a proposition are actively presented and challenged by the opposing sides. According to Freeley and Steinberg (2014), debate can be classified into two main types:

applied debate and academic debate. While applied debates commonly occur in legal or formal settings, academic debates typically take place in educational contexts. The purpose of academic debates is to train students to construct logical arguments and refute their opponents' arguments. In this study, academic debates were conducted by pairs of opposing groups on a particular topic. This technique has demonstrated its effectiveness in improving EFL students' speaking skills. Majidi et al. (2021) indicated that debate enhanced both the structure and quality of students' argumentation. In particular, debate improved students' use of various arguments and rebuttals as well as the way they elaborated their arguments and persuaded their opponents. Syamdianita and Maharia (2020) and Truong et al. (2022) reported that EFL students have a positive perception of debate in speaking lessons. They perceived an enhancement in fluency, vocabulary, grammar, and pronunciation. Moreover, engaging in classroom debates helped students develop their negotiation skills, improve comprehension, boost confidence, and reduce speaking anxiety (Putri & Rodliyah, 2020; Syamdianita & Maharia, 2020).

AI in English Language Education

The terms 'Artificial Intelligence' (AI) was first introduced by John McCarthy and colleagues (McCarthy et al., 2006). It refers to computer systems that can carry out cognitive functions common to human minds (Baker & Smith, 2019). Among these functions, learning and problem-solving are typical. After its introduction, AI has been widely applied in language learning for various purposes, such as exchanging ideas, translating documents, summarizing information, and creating texts. Studies have demonstrated that AI tools and apps contribute to students' achievement of learning outcomes, personalized experiences, and motivation (Law, 2024; Sumakul et al., 2022), as well as critical thinking (Darwin et al., 2023; Guo & Lee, 2023; Susanto et al., 2023). Alshumaimeri and Alshememry (2023) noted that AI facilitates the development of learners' fluency through comfortable human-AI interaction. Nguyen (2025) in her review of the effects of TALKPAL.AI demonstrated that this tool has a positive impact on adult learners' speaking proficiency. Chatbots like D-ID Agent and Character AI provide psychological benefits in language learning, particularly in reducing speaking anxiety (Wang et al., 2024; Kuswiyanti et al., 2023). Shazly (2021), on the other hand, discovered that students' speaking anxiety was slightly higher while interacting with AI chatbots. However, the improvements in their language were still demonstrated as a result of the study. Wang et al. (2024) also indicated that the use of D-ID Agent chatbot significantly promoted students' willingness to communicate and enhanced their self-perceived communicative competence. In their study on the effects of face-to-face, AI text-chatting and AI voice-chatting interactions on speaking skills, Kim et al. (2021) found that both AI groups showed improved speaking performance. More interestingly, AI voice-chatting students were found to perform better than other groups in their ability to express an opinion. According to Kuswiyanti et al. (2023), Character AI increased students' interest and motivation in learning English. Students reported that Character AI helped increase their confidence in communication and reduce their embarrassment about making mistakes because they perceived it as a non-judgmental tool. In terms of assessment, AI tools like ChatGPT can support grading and enhancing students' learning outcomes by offering helpful feedback, identifying both strengths and weaknesses of students' work (Kasneci et al., 2023; Üstünbaş, 2024).

Alongside the advantages, AI also poses multiple challenges regarding reliability, accuracy, contextual understanding, over-reliance (Gill & Kaur, 2023; Kasneci et al., 2023; Ray, 2023; Sok & Heng, 2023), autonomy, problem-solving (Gill and Kaur, 2023; Kasneci et al., 2023), and ethical issues (Ray, 2023; Sok & Heng, 2023; Zong, 2024). ChatGPT has been found to generate inaccurate information, cite invalid articles, or provide unreliable sources. It can also produce poor-quality or unsuitable responses due to a limited understanding of the situation or

difficulty maintaining consistency throughout long conversations (Gill & Kaur, 2023; Ray, 2023). Moreover, depending on ChatGPT can negatively affect learners' autonomy and deep learning capacity, especially when they work on tight deadlines and consequently do assignments without using their critical thinking skills (Zong, 2024). Besides, due to its inability to fully interpret human communication and give feedback tailored to learners' needs, students cannot experience personalized learning (Zong, 2024). Nguyen and Pham (2024) also identified the challenge of AI chatbots in adapting to different levels of expertise. These bots proved to benefit advanced learners rather than lower-level ones, as the grammatical and typological errors might hinder their ability to decipher meanings. Additionally, AI chatbots are limited in developing oral interactions because they are primarily programmed for text-based communication.

AI Tools and Argumentation Skills Development

Recent research has examined the effects of AI tools on the development of argumentation skills in language learning. According to Javaid et al. (2023), ChatGPT assisted students in generating arguments and refutations on a specific topic. Guo et al.'s (2023) study on the impact of chatbot-assisted in-class debates (CaIcD) on students' argumentative abilities revealed that they employed more claims, data, and warrants and produced more structured and comprehensive arguments. They also showed increased motivation and enjoyment in debating tasks. In another study, Darmawansah et al. (2024) found that applying the ChatGPT-CA approach led to enhanced oral argumentation, critical thinking, and collaboration among EFL students. Furthermore, it helped improve the students' argument quality though their English were at different levels. Similarly, Susanto et al. (2023) confirmed that AI positively impacted students' reasoning and argumentation skills.

In short, research has proven AI's potential in supporting various aspects of students' language learning, as well as the significance of debates in enhancing their argumentative abilities. However, the application of AI chatbots like ChatGPT in debate activities to enhance students' argumentation skills remains limited (Guo et al., 2023) as previous studies have primarily delved into the effects of AI on speaking skills and its different aspects such as fluency and speaking performance (Alshumaimeri & Alshememry, 2023; Kim et al., 2021; Kuswiyanti et al., 2023; Shazly, 2021). This study, therefore, aims to investigate the perceived impact of applying AI tools, including ChatGPT and Character AI, on students' argumentation skills through debates in a speaking course for third-year English majors at a public university.

Research Questions

The study sought answers for the following research questions:

1. What are the positive impacts of integrating ChatGPT and Character AI on developing argumentation skills through debates for third-year English majors?
2. What are the difficulties of integrating ChatGPT and Character AI in developing argumentation skills through debates for third-year English majors?

Methods

Pedagogical Setting & Participants

The study was carried out during the 2024–2025 academic year in the English-Speaking Skills 5 course at a public university in Vietnam. Among a series of five speaking courses designed for English majors, this is an advanced speaking course that aligns with Level 5 of the Vietnam

6-level Foreign Language Proficiency Framework. Therefore, one of the course objectives is to enhance students' argumentation skills on various topics. To achieve this objective, debate was integrated into the course as both a learning activity and a formative assessment method. To modernize teaching as well as provide students with rewarding experiences in the digital age, ChatGPT and Character AI were incorporated into debate activities in the course. In particular, students were required to work in groups and utilize these AI tools to help prepare for their in-class debates. Students are recommended to use ChatGPT for argument generation and Character AI for conducting mock debates using the arguments refined from ChatGPT. During their preparation, they were asked to complete an AI tool usage report, which reflects how they prepare for their debates, what feedback they received from AI tools for their mock debates, and their reflections on the positive impact and challenges of using these tools for debate preparation.

The participants were 150 third-year English-majored students, including 36 males and 114 females, aged between 20 and 21. At the time of the study, their English proficiency was estimated at Level 4 of the Vietnam 6-level Foreign Language Proficiency Framework. The interviewees were three subject teachers who have been teaching English for over 9 years and hold a Master's degree. During the interviews, Vietnamese was used to avoid misunderstanding and ensure clarity of the questions and answers. Both students and teachers participated in the study on a voluntary basis, with consent forms signed prior to their participation.

Design of the Study

This study adopted quantitative and qualitative methods. The data were collected through a survey questionnaire for students, semi-structured interviews with teachers, and reports on students' AI tool usage. The survey questionnaire was adapted from the study by Truong et al. (2022), with modifications and additions made to fit the current research context. The questionnaire consisted of 18 closed-ended questions, each based on a 5-point Likert scale (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, and 5: strongly agree). The first 10 questions focus on the positive effects and the other 8 questions address the difficulties of using AI tools in preparation for debates. The reliability test was conducted to confirm internal consistency with the Cronbach's Alpha coefficient of 0.801. The semi-structured interviews were conducted online with three teachers via Google Meet platform. Each interview was individually scheduled and recorded, focusing on the advantages and challenges of using AI tools for debate preparation. Finally, 63 AI tool usage reports, which show four stages of the preparation process (research and initial argument, refining arguments and evidence, practice and feedback, and reflections on AI usage), were collected to track students' use of AI tools for their preparation.

Data collection & analysis

The survey questionnaire was distributed to 173 third-year English-majored students. To ensure a sufficient number of responses, the questionnaire was initially delivered offline at the end of the course. It was then delivered online to collect answers from students who were absent from class. After one week, 150 valid responses were collected for analysis. Following the survey, semi-structured interviews were conducted with three teachers at their convenience. Each interview lasted approximately 30 minutes and was recorded for further analysis. For the AI tool usage reports, students were required to complete and submit their reports to teachers one week before the in-class debates, starting from the third week of the semester. Subsequently, 63 valid reports were collected from subject teachers during the final week of the course for analysis.

The survey data were analysed using SPSS 26 and presented in tables for descriptive statistics. The data from teacher interviews were transcribed and coded for thematic analysis. Similarly, students' reflections on AI tool usage reports were thematically analysed, primarily focusing on the positive aspects and the difficulties they experienced while using the tools to prepare for their debates. To ensure confidentiality for the study, the subject teachers were assigned codes T1 through T3, and the AI tool usage reports were designated R1 through R63.

Findings

The positive impacts of integrating ChatGPT and Character AI on developing argumentation skills through debates for third-year English majors

Table 1

The positive impacts of ChatGPT and Character AI during debate preparation (Questions 1-3)

Items	Questions	1	2	3	4	5	Mean	Std
1	I know how to interact effectively with AI tools.	1.3%	4.7%	44.7%	39.3%	10%	3.52	0.79
2	AI tools help me generate more ideas for debate topics.	0.7%	0.7%	14.7%	50.7%	33.3%	4.15	0.74
3	AI tools help me select the most relevant evidence to support my claims.	1.3%	4%	24%	50.7%	20%	3.84	0.83

Table 1 reveals that 39.33% of students agreed and 10% strongly agreed that they knew how to have effective interaction with AI tools. Conversely, smaller proportions disagreed and strongly disagreed (4.7% and 1.3% respectively), and 44.7% of respondents remained neutral. These results indicate that while a large proportion of participants felt somewhat confident in their ability to use AI tools, the high rate of neutral responses suggests that they may be hesitant or require more assistance and training in interacting with these tools. Regarding the generation of ideas for debate topics, a high mean score of 4.15 indicates that AI tools help enhance brainstorming processes for debate preparation. More than half of the students (50.7%) agreed and 33.3% strongly agreed that AI tools contribute to idea generation. The percentages of participants who remained neutral and disagreed are limited (14.7% and 0.7%, respectively). In terms of AI tools' support in selecting relevant evidence for arguments, a majority (70.7%) showed agreement, 24% selected neutral, and 5.3% disagreed and strongly disagreed (mean score = 3.84), highlighting the usefulness of AI tools for evidence curation and filtering.

The findings from teachers' interviews show that all three teachers agreed that AI helped their students explore different aspects of a topic, such as examining the pros and cons, summarizing information from multiple sources, and improving vocabulary and argument development. As T1 stated, *"When a debate topic is assigned in class, students can use AI to explore various dimensions of the topic. First, AI can provide idea suggestions, such as pros and cons for the topic. Second, in terms of language, students can also learn new vocabulary while reading AI-generated responses."* Similarly, T3 noted that AI provides diverse ideas, helping students gain a well-rounded understanding. T2 added that AI helps outline ideas and fosters diversity in thinking, while T3 emphasized that AI broadens students' analytical capabilities by presenting new viewpoints.

Additionally, in students' AI tool usage reports for debate preparation, half of the reports stated that AI tools, particularly through simulated debates with chatbots, helped students practice and

improve debate skills such as critical thinking and responsiveness before real sessions. As R5 and R6 noted, Character AI allows them to prepare for real-life discussions through mock debates. The tool provided them with opportunities to practice spontaneous responses, present their ideas, and refute the simulated opponents' viewpoints. Additionally, 53 reports indicated that these two AI tools generated diverse, logically coherent, and practical ideas for their debate topics. For example, R43 and R45 confirmed AI's important role in helping them generate arguments for and against the topic with relevant supporting information.

- How AI tools (ChatGPT & CharacterAI) helped:

- Quickly generating arguments and counterarguments to refute points
- Providing relevant evidence to prove its viewpoints
- Analyzing my counterarguments and identifying weaknesses or gaps

(Report R43)

- How AI tools (ChatGPT & CharacterAI) helped:

- AI helped me find many ideas for the debate with convincing arguments and easy-to-read, easy-to-understand evidence.
- AI also helped me expand vocabulary and structures that I don't know.
- Talking to AI is also a way to increase my reflexes in case a problem arises.

(Report R45)

Table 2

The positive impacts of ChatGPT and Character AI during debate preparation (Questions 4-6)

Items	Questions	1	2	3	4	5	Mean	Std
4	AI tools improve my ability to structure arguments logically.	1.3%	4%	38%	42.7%	14%	3.64	0.82
5	Using AI helps me anticipate and prepare counterarguments effectively.	0.7%	2.7%	28%	53.3%	15.3%	3.80	0.75
6	AI tools give me useful feedback on the quality of my arguments.	2.7%	11.3%	24%	42%	20%	3.65	1.01

As shown in Table 2, 42.7% of participants agreed and 14% strongly agreed that AI tools positively supported their logical organization of arguments (mean score = 3.64). The number of neutral responses is lower at 38%, and the rate of disagreement is low. Regarding the effective anticipation and preparation for counterarguments, 53.3% agreed and 15.3% strongly agreed, while the proportion of neutrality and disagreement is approximately one third (mean score = 3.80). These findings suggest that AI tools significantly aid students in identifying potential counterarguments, preparing them for both mock debates and real debates in class. Finally, a majority of students (62%) positively perceived AI feedback on argument quality, with 42% agreeing and 20% strongly agreeing. However, the high standard deviation (1.01) and 13.3% disagreement indicate mixed experiences. Overall, while AI tools are generally seen as helpful for improving arguments, their feedback may not be consistently useful for all students.

In the teacher interviews, the findings share similarities regarding idea generation, argument structure, and argument presentation: *"I think the structure of arguments is likely to improve*

the most. The structure of arguments has significantly improved compared to last year. Confidence might also increase because students already have their preparation done, which helps boost self-assurance," stated T3. Besides, teachers also highlight the importance of AI tools' feedback that helps detect and improve weaknesses in students' arguments, and the increased opportunities for practice to prepare for their in-class debates. According to T1, *"AI can assist students in recognizing and addressing their weaknesses. For students who practice regularly, their argument quality and confidence in class presentations certainly improve."*

Similarly, in the AI tool usage reports, students acknowledged the role of AI in helping them develop and refine ideas logically and persuasively. Thirteen reports noted that AI enhanced vocabulary and sentence structures for debate topics. The other fifteen highlighted AI's support in improving arguments with examples, studies, and statistics that could be incorporated into debates. Additionally, a total of 41 reports confirmed that AI tools provided instant feedback on their argument in simulated debates. For example, R59 and R61 stated that AI tools helped them identify what to improve, broaden their perspectives, and expand their language repertoire.

- How AI tools (ChatGPT & CharacterAI) helped:

- AI tools like ChatGPT and CharacterAI helped me practice my debate skills by pointing out logical inconsistencies and offering suggestions for improvement.
- They provided valuable ideas and perspectives I hadn't thought about, helping me broaden my argument pool.

(Report R59)

- How AI tools (ChatGPT & CharacterAI) helped:

- Provide informative and compelling explanations with specific examples.
- It functions as a debate partner, assisting me in learning how to conduct a real debate. Thanks to AI, I feel more confident before our real debates.
- Correct my grammar mistakes, language use, and suggest what I should do to perform better.

(Report R61)

The "Feedback from ChatGPT/Character AI" section in the AI tool usage reports revealed that AI feedback spanned multiple key areas. In terms of argumentation, AI provided input on structure, organization, coherence, reasoning, counterarguments, and use of evidence and examples. Regarding language quality, feedback addressed grammar, vocabulary precision, fluency, and clarity. In terms of delivery and engagement, the tools also offered suggestions on pronunciation and audience engagement. This range of feedback indicates that AI tools supported not only the logical and linguistic components of debate preparation but also aspects related to expression and delivery.

As illustrated in Table 3, regarding confidence building, 39.3% agreed or strongly agreed that AI tools helped, while 42.7% were neutral, and 18% disagreed, indicating their uncertainty or dissatisfaction with the capability of AI tools. In terms of enhancing responsiveness, 46.7% expressed positive views, while 44.7% remained neutral, suggesting a mixed experience. When evaluating AI's support in helping them stay focused during debates, 48% agreed while 41.3% gave neutral responses, indicating moderate effectiveness. The most positive responses were related to using AI-generated content to address opposing viewpoints, with 53.3% agreeing or strongly agreeing. Despite these encouraging numbers, the consistently high rates of neutral responses suggest that many students may not fully understand or utilize the capabilities of AI tools in debate contexts, highlighting a need for improved guidance and support.

Table 3

The positive impacts of ChatGPT and Character AI during debate preparation (Questions 7-10)

Items	Questions	1	2	3	4	5	Mean	Std
7	AI tools help boost my confidence during debates.	4%	14%	42.7%	29.3%	10%	3.27	0.96
8	AI tools help improve my responsiveness during debates.	2%	6.7%	44.7%	34.7%	12%	3.48	0.86
9	AI tools help me stay focused on the main points during debates.	2%	8.7%	41.3%	34.7%	13.3%	3.48	0.90
10	AI-generated content improves my ability to address opposing viewpoints with sound reasoning.	1.3%	7.3%	38%	41.3%	12%	3.55	0.85

The findings from students' reports show that 14 reports confirmed feeling more assured with the support of AI tools during preparation process as they helped enhance the way they presented their arguments. Thanks to the detailed information provided, the adjustments made, and mock debates with Character AI, students perceived an increased readiness to participate in official class debates.

Based on the integrated results from the questionnaire, teacher interviews, and students' AI tool usage reports, five key benefits of AI tools in supporting students' debate preparation have been identified. These include (1) diverse ideas and evidence generation for debate topics, (2) logical argument structuring enhancement, (3) enhanced interaction, (4) quality feedback, and (5) improved overall debate performance.

The difficulties of integrating ChatGPT and Character AI in developing argumentation skills through debates for third-year English majors

Table 4

The difficulties of using ChatGPT and Character AI during debate preparation (Questions 1-4)

Items	Questions	1	2	3	4	5	Mean	Std
1	AI-generated content sometimes lacks accuracy or relevance.	1.3%	13.3%	32%	40%	13.3%	3.50	0.93
2	I find it challenging to rely on AI tools for nuanced or complex argumentation.	2.7%	12.7%	40.7%	36.7%	7.3%	3.33	0.89
3	AI tools don't provide diverse ideas during mock debates.	6.7%	18.7%	37.3%	28%	9.3%	3.14	1.04
4	AI tools sometimes misunderstand my ideas during mock debates.	2%	5.3%	32%	38%	22.7%	3.74	0.94

As can be seen in Table 4, 40% agreed and 13.3% strongly agreed that AI responses were sometimes inaccurate or irrelevant. When it comes to handling complex or nuanced arguments, 44% of students acknowledged difficulties, while 40.7% remaining neutral and 15.4% showing disagreement. This suggests a mixed experience with relying on AI for higher-level reasoning.

Regarding the diversity of ideas produced during mock debates, student perceptions were again varied: 37.3% responded neutrally, while only 37.3% expressed satisfaction, and the data showed a high standard deviation (1.04), reflecting inconsistent experiences among students. While some students found the information adequately varied, others might have received repetitive or limited ideas from AI. With a mean score of 3.74, a majority (60.7%) agreed or strongly agreed that AI tools often misinterpret what they are trying to express. The percentage of neutral responses is 32%, while 7.3% opted for disagreeing options.

The findings from teacher interviews indicated that students had difficulty using AI tools effectively due to a limited understanding of AI-generated responses, and this might lead to misunderstandings. T1 explained, *"Students struggled with using AI may be because they didn't invest enough time and effort into preparation. Even though AI can generate questions and answers, without deep understanding or application of the ideas, they wouldn't be able to debate effectively."* Furthermore, Character AI's misinterpretation of students' ideas during mock debates was attributed to students' insufficient language proficiency. This consequently hindered them from expressing themselves clearly. Teacher T3 observed, *"Some students' language skills were not advanced enough for AI to fully understand them, especially when their pronunciation was not good. Additionally, many students didn't know how to rephrase or clarify their ideas effectively."* This means that students' difficulties regarding their language competence prevented them from effective communication with the tools.

In the AI tool usage reports, students confirmed the challenges they encountered when debating with Character AI, stating that this tool was unable to convey their arguments effectively. Sometimes, the tool even agreed with opposing points or ended debates prematurely. Report R55 noted:

> - Challenges from AI tools (ChatGPT & CharacterAI):
>
> Sometimes, it agrees with our point and wants to end the debate too early. CharacterAI does not seem too clever for debating. I'm not sure, but although I created a bot that is a master debater, sometimes it doesn't understand what it has to do in a debate, or maybe I'm not clever enough to debate with it.

Students also raised concerns about the clarity, depth, and contextual relevance of AI-generated responses during debate preparation. For example, R23 stated that Character AI did not fully understand the context or the subtle meanings in their arguments. Consequently, their responses became irrelevant or confusing. Similarly, 13 reports showed that Character AI frequently missed context, went off-topic, or misunderstood its role, leading to confusion and ineffectiveness of mock debates. The following are some reflections from R43 and R56.

> - Challenges from AI tools (ChatGPT & CharacterAI):
>
> - One challenge is that these tools might prioritize providing information without fully considering the context of the debate or the specific points being discussed.
> - Additionally, the responses generated by these tools may sometimes lack nuanced arguments or fail to address counterarguments effectively.
> - This tool only gave a few counterarguments and eventually agreed and reiterated our point of view. This left us unable to make any further arguments.
>
> (Report 43)

- Challenges from AI tools (ChatGPT & CharacterAI):

In our simulated debate with Character AI, the bot sometimes gets off topic and confused about its role in the debate.

(Report R56)

Meanwhile, 31 reports stated that AI often used overly complex or abstract language, making content hard to understand or trust. As a result, students had to rephrase their arguments more clearly and managed to communicate with the tool during the mock debates. Other reports also indicated that Character AI characters occasionally spoke at a fast speed during voice interactions, making it challenging for students to follow and maintain the flow of the mock debates. Regarding ChatGPT, reports revealed that despite relevant evidence being generated, students were skeptical about the reliability of the references provided. Therefore, they had to refine the information by verifying and adding more trustworthy sources from the Internet.

Table 5

The difficulties of using ChatGPT and Character AI during debate preparation (Questions 5-8)

Items	Questions	1	2	3	4	5	Mean	Std
5	I struggle to apply AI-generated suggestions to mock debates.	2.7%	14%	47.3%	30%	6%	3.22	0.86
6	Relying too much on AI tools limits my independent thinking.	1.3%	11.3%	23.3%	44.7%	19.3%	3.69	0.95
7	Relying on AI tools makes it harder for me to think critically about my arguments.	4.7%	14.7%	35.3%	34%	11.3%	3.32	1.01
8	I face technical difficulties when using AI tools.	7.3%	28.7%	28.7%	28%	7.3%	2.99	1.08

As shown in Table 5, a major issue is the difficulty in applying AI-generated suggestions, with nearly half of the respondents (47.3%) choosing a neutral response, indicating uncertainty or a lack of confidence in integrating AI input into their arguments. Another concern is the risk of over-reliance on AI, with 64% of students (mean score = 3.69) agreeing or strongly agreeing that this could hinder their independent thinking. Similarly, 45.3% felt that relying on AI makes it harder to think critically, though 35.3% remained neutral. This shows mixed perceptions of AI's impact on cognitive development. On the technical front, the challenge seems less prominent overall, with the average response (mean score = 2.99) leaning slightly below neutral (28.7%). However, the wide range of responses (as evidenced by a high standard deviation of 1.08) indicates that some students still face technical barriers that may affect their interaction with AI tools.

The findings from teachers' interviews show that how AI helps foster critical thinking and creativity depends on the way students process its responses. Teacher T1 noted, *"When I give AI a prompt, the answers are often very creative and show good thinking. I believe AI only provides information, but it's really up to students to decide how they use it to develop further. The issue is how students process the information."* However, teacher T3 was concerned about students' over-dependence on these tools, *"AI offers different viewpoints, but students need to be critical when using it. If they don't know about AI's 'hallucination' issue, they may trust incorrect information without checking."* She also noted that easy access to AI-provided

information can prevent students from engaging in deep thinking or critical analysis of the debate topics.

In summary, the findings from the questionnaire, teacher interviews, and AI tool usage reports, reveal three key challenges of applying AI tools in preparing for debates. These include difficulties in (1) interpreting students' ideas, (2) providing high-quality and relevant responses, and (3) developing students' independent and critical thinking.

Discussion

The positive impacts of ChatGPT and Character AI on developing argumentation skills through debates

The findings showed that ChatGPT supported students in brainstorming ideas and selecting relevant evidence. Students also confirmed its positive effects on the way they structured their arguments and predicted counterarguments. These findings align with previous studies, which have found AI's significant contribution to organizing, elaborating arguments, and improving students' argumentative abilities (Darmawansah et al., 2024; Guo et al., 2023; Susanto et al., 2023).

Another advantage found in this study is increased interaction with AI tools. During preparation, students used ChatGPT to ask questions, generate ideas, refine arguments, and Character AI to conduct mock debates. This created opportunities for students to practice their speaking skills and enhance their real-time responsiveness. This finding is consistent with the findings by Alshumaimeri and Alshememry (2023) and Kuswiyanti et al. (2023), in that AI offers an interactive environment for students' practice without making them feel anxious or under pressure of judgment. However, a considerable proportion of neutrality in this study suggests that students may simply retrieve ideas rather than attempt to adjust prompts, modify their responses, and engage in deeper discussion. These findings suggest that the interactive benefits of AI depend largely on how actively and flexibly students utilize the tools.

In terms of AI feedback, while some students felt it lacked depth and personalization, many others confirmed that it helped them identify weaknesses in their performances. These findings are partly in line with Kasneci et al. (2023) and Üstünbaş (2024), who indicated that giving feedback on students' practice is one typical advantage of ChatGPT. However, in this study, most students opted for Character AI for feedback on their performance after completing mock debates with this tool. Therefore, the reason why some students were not satisfied with Character AI's feedback is likely due to their inefficient interaction with the tool or the inappropriate nature of their queries for feedback. This means that despite AI's feedback being reported on a wide range of elements, such as grammar, structure, evidence, clarity, reasoning, and persuasiveness, the quality depends on how effectively students engage with the tools and how the feedback is prompted.

The findings additionally showed that AI tools contributed positively to students' overall debate performance, particularly in enhancing their confidence, responsiveness, and ability to address opposing viewpoints. Many students reported feeling better prepared and confident after engaging with ChatGPT and Character AI during their preparation process. This is because the tools provided multiple ideas, suggested relevant counterarguments, and supported language refinement. These benefits likely helped reduce their anxiety, promote their confidence, and increase their readiness for real-time debates, which was previously reinforced by Kuswiyanti et al. (2023) and Wang et al. (2024). However, the neutral responses indicate that not all students

utilized these tools effectively, emphasizing a need for better guidance.

The difficulties of integrating ChatGPT and Character AI in developing argumentation skills through debates

The findings indicated that Character AI demonstrated limitations in interpreting student arguments. This resulted in irrelevant or confusing responses and disrupted the flow of their mock debates. Students reported that Character AI occasionally agreed with their points or was unable to provide rebuttals. These issues likely stem from AI's difficulty in maintaining consistency across long conversations, as noted by Gill and Kaur (2023). Additionally, this misinterpretation could be attributed to students' limited language proficiency and interaction skills. Vague or unstructured arguments, unclear articulation of ideas, inaccurate pronunciation or grammar could hinder effective communication with AI. This aligns with Nguyen and Pham (2024), who indicated that AI chatbots have difficulty deciphering the meanings due to errors in language use. In addition, students reported that Character AI's fast speed and complex language made it difficult for them to follow and respond during mock debates. This problem was reinforced by teachers who observed that weak language skills and poor preparation habits reduced students' ability to utilize AI tools effectively. They also found AI-generated responses lack depth or connection with their arguments. This reflects AI's struggle to match human reasoning and aligns with studies by Ray (2023) and Zong (2024). Moreover, a large number of students reported that AI-generated content is sometimes inaccurate or irrelevant, which a teacher mentioned as a 'hallucination' issue in the interview. This aligns with Gill and Kaur (2023) and Ray (2023), who confirmed that AI sometimes provides inaccurate or misleading information due to limitations in training algorithms. These findings suggest that students need to improve their language use and learn to provide more effective prompts when practicing debates with AI.

The study also revealed a challenge regarding critical and independent thinking. While students agreed on AI's negative impact on their independent thinking, teachers emphasized that students should be active and critical about AI-generated information. This aligns with the findings of Sok and Heng (2023) and Son et al. (2023), which suggest that AI hinders the development of critical skills essential for learning. In contrast, Susanto et al. (2023) found that AI tools developed analytical and problem-solving skills in debates. Guo and Lee (2023) also highlighted their role in encouraging questioning and presenting diverse perspectives. These differences are likely caused by students' autonomy, digital literacy, teacher guidance, and the purpose for which AI is used. When used without proper guidance, AI can foster dependency; however, for proactive learners, it can become a supportive tool for enhancing their critical and independent thinking.

Conclusion

Summary of the findings

This study investigates the impact of AI tools on the development of argumentation skills through debates among third-year English majors in an EFL speaking course at a public university. By employing a mixed-methods approach, the research combines quantitative data from a survey of 150 students with qualitative insights from semi-structured interviews with three subject teachers and 63 reports on the usage of AI tools. The findings reveal that ChatGPT and Character AI positively support students' debate preparation by generating ideas and evidence for debate topics, improving logical argument structuring, enhancing interaction, providing quality feedback, and enhancing overall debate performance. However, the use of

these tools still posed challenges in interpreting students' ideas, providing high-quality and relevant responses, and developing students' independent and critical thinking.

Contributions to the field

To the best of the authors' knowledge, this is the first study to examine the impact of AI tools on oral argumentation skills by employing a dual-tool approach (ChatGPT and Character AI) in the context of EFL debate preparation in Vietnam. The study also reveals new empirical evidence on paradoxical effects of current GenAI in real-time communicative activities.

Pedagogical implications

The findings of the study suggest practical implications for schools, teachers, and students seeking to integrate AI tools more effectively into debate preparation to develop argumentation skills. It is recommended that schools organize training workshops to equip students with the skills to use AI effectively in learning. For teachers, it is essential to provide students with specific guidance on using chatbots to develop and refine their arguments, as well as critically evaluate AI-generated content. Additionally, they can consider making some adjustments regarding the preparation process. In particular, instead of letting students use AI for idea brainstorming, they should be required to do the brainstorming themselves, working in pairs or groups to draft and exchange their ideas before using AI for improvement or elaboration. This will encourage students to develop their independent and critical thinking. Moreover, teachers should consider integrating debate preparation into the assessment of students' in-class debate performance as it is one stage of the whole process. Therefore, part of the debate grade should be allocated to research and planning. This shows a balanced approach that values both preparation and spontaneous speaking. For students, AI tools should be used with critical engagement rather than over-reliance. Therefore, students should think independently and critically evaluate the content and structure of arguments to ensure the authenticity of their arguments. It's essential to adopt a step-by-step approach to preparing for in-class debates to develop coherent arguments and enhance critical thinking, beginning with research, prompting AI, verifying responses, and organizing final arguments and anticipated counterarguments. Moreover, students are recommended to using a combination of AI tools for different stages of idea generation, language refinement, and debate simulation for a more comprehensive preparation. Ultimately, students should be proactive in developing their language skills and AI literacy to enhance their learning experiences and academic progress.

Limitations and suggestions for future studies

Several limitations must be acknowledged in this study. First, although data were collected from three instruments, including a survey questionnaire, semi-structured interviews, and AI tool usage reports, the research did not utilize quantitative measures, such as pre-tests and post-tests, to examine improvements in students' argumentation skills. Second, while students conducted mock debates as rehearsal before in-class debates, the study did not analyze video recordings of these performances, which could have offered deeper insights into students' language use, logical structure, delivery, and interaction with the tools. Finally, this study is limited to ChatGPT and Character AI, while more advanced tools may be applicable in this speaking course to further develop students' argumentation skills.

Future research is encouraged to incorporate pre-tests and post-tests to quantitatively assess the effectiveness of AI tools in developing students' argumentation skills. Additionally, video-recorded mock debates could be analyzed to provide richer, qualitative insights into students' argumentative abilities. Finally, further studies should consider exploring a wider range of AI tools beyond ChatGPT and Character AI to examine whether more specialized technologies can

offer greater support in developing argumentation skills in EFL speaking courses.

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The Effects of AI-Supported Metacognitive Strategy Instruction on the Writing Performance of Non-English Majors

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ABSTRACT

Since the rise of Artificial Intelligence (AI), its role in language teaching has sparked ongoing debate. This research investigates whether AI-supported metacognitive strategy instruction can enhance students' writing performance, given that the connection between AI use and metacognitive strategies has been little discussed and that non–English majors have been well in research on AI in writing classes. The study employed a quasi-experimental design involving 79 students: the experimental group received instruction in an AI-supported metacognitive strategy using ChatGPT, and the control group was taught using a teacher-led approach. Both groups took a pre-test and a post-test to assess their writing performance, and the results were analyzed using Paired- and independent-samples t-tests. Semi-structured interviews with 10 participants were conducted concurrently to analyze students' experiences with AI-assisted learning. The final findings reflect a positive influence of AI on students' writing performance, while also highlighting some concerns about AI's reliability and potential misuse.

Keywords: Artificial Intelligence, ChatGPT, AI-supported metacognitive strategy instruction, writing performance, non-English majors

Introduction

Being a productive skill by nature, writing – though important – seems to be highly challenging for students, particularly non-English majors who often have limited linguistic competence and self-regulation skills. Involving more than just skill, writing is a metacognitive process that demands aesthetic appeal, legibility, fluency, and emotional engagement (Zimmerman & Kitsantas, 2007). Therefore, metacognitive strategy instruction has proved to improve both students' metacognitive awareness and their writing performance (Cer, 2019; Escorcia & Gimenes, 2020; Xu & Zhang, 2023)

Given the rapid advancement of technology, it is now possible to provide explicit instruction on metacognitive strategies, augmented by AI-powered tools, to improve students' writing skills. Recently, AI applications such as ChatGPT have emerged as essential innovations in

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education and have proved to provide new possibilities for personalized, interactive, and engaging learning experiences in language classrooms (Chen et al., 2020). Nevertheless, there remains limited empirical evidence on their pedagogical value, especially when integrated with metacognitive strategy instruction in writing classes. Furthermore, non-English majors are rarely included in studies involving AI writing tools. This research paper hopes to contribute to the field by investigating the intersection of AI tools and metacognitive instruction in writing classes. The findings may also have practical implications for teachers in designing more effective writing lessons for non-English majors, using AI to promote the use of strategies and learning autonomy.

Literature Review

Metacognitive writing strategy instruction

Metacognitive writing strategies

Metacognition in writing, teaching, and learning demonstrates students' awareness of the writing process and the adjustments they make to successfully complete writing tasks. Building on the metacognition model of Brown et al. (1983), this study analyzed metacognitive writing strategies in three main components. Planning involves considering the audience and purpose, preparing background knowledge, brainstorming ideas, organizing them, and developing a lexical and grammatical repertoire. Monitoring refers to the continuous checking and verification of progress, in which students make decisions about content, organization, and language use as they compose their work. Evaluating involves reconsidering all the decisions students made in previous stages and reflecting on the writing process as a whole. This model served as the framework the author used to conduct classroom activities in the present study.

Metacognitive writing strategy instruction

Metacognitive writing strategies have been confirmed as essential in writing classes, supported by evidence from several studies. According to Farahian & Avarzamani (2018), planning is among the regulatory strategies of cognition that distinguish more-skilled vs less-skilled writers. Similarly, Sun et al. (2024) found that learners with "less intensive metacognitive experience" profiles showed slower writing development. To date, the benefits of teaching metacognitive strategies in writing classes have been well established (Cer, 2019; Escorcia & Gimenes, 2020; Khosravi et al., 2023; Xu & Zhang, 2023; Wang et al., 2025). Previous studies found that metacognitive instruction enhanced students' writing performance and strategy use. Additionally, Stewart et al. (2015) added that metacognitive strategies fostered greater self-confidence among students and decreased their anxiety.

Empirical evidence suggests that explicit instruction of a metacognitive strategy in writing classes offers several benefits. However, when the role of AI is considered, it remains unclear whether AI enhances students' writing performance or, conversely, whether metacognitive instruction equips students with the essential skills to use AI effectively. This issue constitutes the research gap the study aims to explore.

AI in writing classes

AI applications in L2 teaching and learning

AI, a system comprising intelligent algorithms, is presumed to possess the capacity to make human-like decisions (Akerkar, 2014; Aldosari, 2020). Research evidence suggests that AI enhances teaching methodologies and scaffolds students' language learning (Wei, 2023; Wang

et al., 2025; Yan et al., 2025). In particular, its ability to adapt to learners' individual preferences and to offer more efficient, customized learning experiences has been validated to some extent (Holmes, 2020). In addition, empirical evidence has demonstrated the advantages of AI for students' performance (Cao, 2025; Wang & Fan, 2025), and English learners have reported a relatively positive perception of using AI in classrooms (Chan & Hu, 2023; Moulieswaran & Kumar, 2023).

However, there are still warnings about the caution and responsibility when teachers and students use AI in educational settings (Karakose & Tülübas, 2023). Similarly, certain ethical concerns, including excessive use, academic dishonesty, and confidentiality, are mentioned (Crompton, 2022; Allam et al., 2023). Thus, while AI demonstrates substantial potential to enhance English language education, its implementation requires thorough consideration of ethical challenges and responsible pedagogical practices.

AI applications in English writing classes

AI, a system comprising intelligent algorithms, is presumed to be capable of making human-like decisions (Akerkar, 2014; Aldosari, 2020).-As for writing classes, AI technologies can offer students numerous advantages. A handful of studies reported the merits of using AI to improve grammatical and lexical accuracy, thanks to its capacity to provide students with instant prompts and personalized feedback (Baskara, 2023; Candilas et al., 2024). Yao et al. (2025) even highlighted debugging as a unique feature of AI when comparing students' use of writing strategies in traditional classes and in an AI-supported environment. However, research by Alzahrani and Alotaibi (2024) revealed an opposite result. The data analysis demonstrated marked improvements in coherence, cohesion, lexical resources, and general writing ability, yet a decline in grammatical precision and diversity.

In addition to providing feedback and comments, AI can be used in various ways. In a quasi-experimental study by Wale (2024), students in the experimental group achieved significantly higher performance than those in the other group, not only in syntactic accuracy but also in task completion, coherence, and cohesion. Abdullayeva and Musayeva (2023) and Utami et al. (2023) both noted the advantages of AI-supported tools during the planning stage. In addition, AI can help with summarizing (Bonner et al., 2023; Youn et al., 2024), translating (Ou et al., 2024), and paraphrasing (El-Garawany, 2024) tasks, all of which may indirectly upgrade writing performance by strengthening the ability to convey ideas clearly and coherently. Some students even noted using AI to generate new writing models (Bozkurt, 2023), which poses a potential risk to digital writing and raises questions about authenticity and integrity in writing instruction.

According to Khan et al. (2024), the use of ChatGPT was positively correlated with students' academic outcomes. The improvement in writing skills in general with the help of that tool was similarly reported in some studies (Malik et al., 2023; Pham, 2025; Tran et al., 2025).

However, considering the collective findings of prior studies, it can be observed that there are mixed results on AI's real contributions to writing instruction. Some studies have been conducted on a very small scale, involving only a few participants (Črček & Patekar, 2023; Malik et al., 2023; Candilas et al., 2024), and several of them have targeted high-level students (Črček & Patekar, 2023; Candilas et al., 2024; Tran et al., 2025). Moreover, there are few studies that guide students in navigating their own use of AI. This study thus seeks to address the aforementioned issues by concentrating on general English classes with relatively low-proficiency learners and by employing metacognitive strategy instruction to guide students in independently monitoring their AI use.

AI-Supported Metacognitive Strategy Instruction

Yan (2023) emphasized the necessity of explicit introduction on the proper use of AI tools in academic writing, while Leite et al. (2022) suggested that AI-enhanced learning tools are particularly effective in fostering students' metacognitive skills, as they can deliver individualized support that may be demanding for teachers to provide in large classroom contexts. Together, these findings highlight the importance of conducting further research on the systematic integration of AI into writing instruction, in ways that promote metacognitive awareness and ensure students receive adequate guidance on its appropriate use.

In a qualitative study with 13 postgraduate students, Yao et al. (2025) explored the role of ChatGPT in strategies such as planning, monitoring, evaluation, information management, and error correction. The findings indicated no notable differences relative to traditional teaching approaches, except in debugging, where AI showed a distinct advantage. However, Lin et al. (2025) found that AI-supported metacognitive instruction helped students understand their learning process and perform better. The mixed results *heighten the author's motivation to conduct this study to clarify whether AI-supported metacognitive instruction helps students improve* their writing outcomes.

Students' perceptions and experiences of using AI tools to support their writing

Students' engagement with and reflections on AI technologies in the context of language learning and writing instruction have been of concern recently. Tran et al. (2025) explored postgraduate students' views on using ChatGPT for academic writing and found that although learners valued its assistance in generating ideas, enhancing vocabulary, and improving grammar, they were also concerned about excessive reliance and reduced creativity. Additionally, according to Nguyen (2025), learners valued the Gemini app's accessibility and flexibility, though some experienced discomfort when its suggestions diverged from their individual writing style. In a related study, Pham and Tran (2025) observed that students generally viewed AI-assisted writing positively for its immediacy and efficiency, but questioned the reliability and consistency of its feedback.

Together, these findings suggest that students hold mixed perceptions, underscoring the need for teacher guidance to help learners critically evaluate AI feedback and maintain a balanced approach to technology integration.

Research Questions

Considering the research gaps, this study aims to investigate the effects of AI-supported metacognitive strategy instruction on the writing performance of non-English majors. This issue would be analyzed based on the two research questions as follows:

1. To what extent does AI-supported metacognitive strategy instruction improve writing performance?
2. What are students' perceptions and experiences of using AI tools to support their writing?

Methods

Pedagogical Setting & Participants

The research was conducted in two general English classes for non-English majored students in a public college in Ho Chi Minh City. Participants are mostly freshmen, with a few who have

retaken the course, and they are aged 18-20. Based on a diagnostic test delivered by the author, their general English level was identified as A1, although some seemed to be having difficulty catching up. The students were divided into two intact groups. Because the class division was pre-determined by the college, the sampling method used in this research was convenience sampling. Nevertheless, the two classes were confirmed to be comparable, as they are taught by the same instructor and share similar class size, demographic characteristics, English proficiency levels, course syllabi, and assessment requirements. As for the curriculum, this general English course is compulsory and aims to help students achieve the A2 level by the end of the course. The content includes all four essential English skills, including the target of this study: writing.

Design of the Study

This study employed a mixed-methods quasi-experimental design to investigate the effectiveness of AI-supported metacognitive strategy instruction in enhancing students' writing performance. One of the two classes was selected as the experimental group (n=39) and received AI-supported metacognitive strategy instruction. The other (n=40) was considered the control group, following the teacher-led metacognitive strategy method.

A pre-test, which required students to write a short composition of approximately 100–120 words in response to a given prompt, was conducted at the start of the course to establish a baseline for writing proficiency. Both groups then studied the same course content and dealt with similar writing tasks. Nonetheless, the experimental group was explicitly guided through the planning, monitoring, and evaluation phases, with structured prompts designed to interact with ChatGPT, the most commonly used AI application among participants. The control group was also introduced to writing metacognitive strategies, but with conventional teacher-led methods. This design was chosen to ensure that both groups were exposed to the same underlying instructional approach and to isolate the effect of the AI component as the key variable. Upon completion of the course, students were administered a post-test that paralleled the pre-test format. Some participants from the experimental group were invited to attend a semi-structured interview to share their perceptions, motivations, and experiences regarding AI-assisted writing.

Training program

The study was conducted over a period of twelve weeks. Both the control and experimental groups received the same amount of instructional time — one 45-minute session for each writing skill per week (approximately 9 hours). Students in the experimental group received metacognitive writing instruction augmented with ChatGPT. The teaching followed the three main phases of metacognitive strategy instruction, and students were guided to use the AI tool strategically at each phase. During the planning phase, students were instructed to prompt the AI to generate ideas, outline possible structures, and identify relevant vocabulary for their writing tasks. During the monitoring phase, students were guided to use AI to check progress, clarify grammar, and seek suggestions to refine their arguments. In the evaluation phase, students were asked to use AI to review coherence, vocabulary use, and organization, and to suggest revisions.

To prevent overreliance on the AI tool, students were trained to critically evaluate, accept or reject AI-generated feedback. During classroom practice, learners were required to identify AI feedback as useful, partially useful, or irrelevant, justify their decisions to accept or reject each suggestion, and revise their texts accordingly. Initially, the teacher modeled how to question AI responses, highlighting both accurate and misleading examples. Then students were encouraged

to justify their acceptance or rejection of feedback in reflective notes, promoting awareness of their decision-making process and strengthening their autonomy in using AI strategically.

Meanwhile, the control group received metacognitive strategy instruction delivered by the teacher, following the same three core phases of metacognitive instruction. The activities included whole-class discussions, brainstorming on the board, and teacher-provided planning questions, a can-do checklist, peer monitoring activities, and teacher feedback. Although the instructional structure mirrored that of the AI-supported group, the mode of support differed in that the teacher served as the principal source of guidance, feedback, and reflection, without AI tools.

Interview questions:

To enrich the quantitative analysis, 10 participants from the experimental group were randomly selected for semi-structured interviews. The aim of the interviews was to gain insights into students' opinions on how they were allowed to use AI in class. The questions were organized around the three metacognitive phases (planning, monitoring, evaluating) as well as reflection, comparison with traditional instruction, challenges, and suggestions. All interviews were conducted in Vietnamese to ensure participants' comfort and accuracy of responses. Each interview lasted 20–30 minutes and was recorded with the participant's approval. The audio data were then transcribed, translated into English, and subjected to thematic analysis.

Data collection & analysis

Pre- and post-tests were marked by two separate examiners using the same scoring rubric, which assessed five key criteria: content, organization, vocabulary, grammar, and mechanics, each rated on a five-point scale (1 = very limited to 5 = excellent). Then, paired-samples t-tests were used to assess within-group improvement, and independent-samples t-tests were used to evaluate differences between the experimental and control groups. Besides, qualitative data from interviews were transcribed and analyzed to identify patterns in students' perspectives of the target teaching method, including perceived benefits, challenges, and comparisons with traditional instruction.

Results/Findings

Data normality

Prior to analysis, Shapiro-Wilk tests were performed on both groups to assess whether the writing pre-test and post-test scores were normally distributed.

Table 1

Tests of Normality of pre-test scores

	Group	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test scores	Experimental	.197	39	.001	.900	39	.002
	Control	.183	40	.002	.881	40	.001

As shown in Table 1, the pre-test scores of both groups have $p<0.05$ (experimental group: $p=0.002$; control group: $p=0.001$). This suggests that pre-test scores are non-normal in both groups. Similarly, the post-test scores in the experimental group have $p = 0.036$, and those in the control group have $p = 0.004$ according to Table 2. Both are less than 0.05, indicating that

the post-test scores significantly deviate from normality.

Table 2

Tests of Normality of post-test scores

	Group	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test scores	Experimental	.156	39	.018	.939	39	.036
	Control	.189	40	.001	.912	40	.004

However, the sample sizes exceed 30 participants (n=39 in the experimental group and n=40 in the control group), so, given the t-test's robustness to moderate violations of normality in larger samples (Field, 2018), the analysis proceeds with parametric tests.

Research question 1: To what extent does AI-supported metacognitive strategy instruction improve writing performance?

Table 3 summarizes the mean scores and standard deviations of pre-test and post-test writing scores for both groups. It can be observed that the mean score of pre-tests in both groups is 4.9, which signifies that the two groups are comparable before the intervention. Mean scores differ across post-tests. At first glance, it can be seen that the mean scores in each group show a clear improvement (+1.7 for the experimental group and +0.9 for the control group). Additionally, the experimental group outperformed the other group, with mean scores of 6.6 (SD = 1.35) and 5.8 (SD = 1.11), respectively. This proposes that students who received AI-supported metacognitive strategy instruction demonstrated greater gains in writing performance than those who received teacher-led instruction.

Table 3

Descriptive statistics of writing scores in the control and experimental groups

Group	**n**	**Pre-test Mean (SD)**	**Post-test Mean (SD)**
Experimental	39	4.9 (1.34)	6.6 (1.35)
Control	40	4.9 (1.45)	5.8 (1.11)

An independent-samples t-test was then performed to assess whether AI-supported metacognitive strategy instruction led to a statistically significant improvement in students' writing performance (Table 5). The non-significant result of Levene's test (p = .098) confirmed that the assumption of homogeneity of variances was not violated. The independent-samples t-test indicated a significant difference in post-test scores between the experimental and control groups ($p = 0.006 < 0.01$). This suggests that integrating AI into metacognitive strategy instruction had a positive impact on students' writing performance compared with traditional instruction.

However, to determine whether this result was statistically significant, parametric tests were conducted after the descriptive analysis. To examine changes in students' writing performance within groups, a paired-samples t-test was applied between the pre-test and post-test. For the control group, the post-test mean score was markedly higher than the pre-test mean score with $t(39) = -3.94$, $p < .001$. This suggests that traditional instruction yielded a modest yet statistically significant improvement in writing performance. In the experimental group (n =

39), students' writing performance showed marked progress. Their mean score rose from 4.9 (SD = 1.34) in the pre-test to 6.6 (SD = 1.35) in the post-test. This 1.64-point increase was statistically significant, $t(38) = –8.52$, $p < .001$, reflecting a considerable improvement in overall writing ability. In sum, both groups made significant progress, but the experimental group outperformed the control group overall. (see Table 4).

Table 4

Paired Sample t-test of the control group and experimental group

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Control group	Pre-test -Post-test	-.90000	144.648	.22871	-136.261	-.43739	-3.935	39	.000
Experimental group	Pre-test -Post-test	-164.103	120.279	.19260	-203.092	-125.113	-8.520	38	.000

Table 5

Independent samples t-test result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	2.805	.098	2.837	77	.006	.78974	.27838	.23541	1.34408
	Equal variances not assumed			2.830	73.561	.006	.78974	.27907	.23363	1.34585

To ensure the robustness of the findings, nonparametric tests were also conducted given the nonnormal distribution of the data. The Wilcoxon Signed-Rank Test (for within-group comparisons) and the Mann–Whitney U Test (for between-group comparisons) produced results consistent with those from the parametric analyses. Specifically, both tests confirmed significant improvements in writing performance within each group and a statistically significant difference in post-test scores between the experimental and control groups. These consistent results across both parametric and non-parametric tests further strengthen the reliability of the findings.

Research question 2: What are students' perceptions and experiences of using AI tools to support their writing?

To address the second research question, a semi-structured interview was conducted, and its results shed light on students' beliefs, experiences, difficulties, and considerations regarding the use of AI tools in writing classes. Overall, most students admitted that AI provided benefits at different stages of the writing process. Student 8 clarified that AI helped her to *"brainstorm ideas quickly, suggested relevant vocabulary and grammar structures, provided feedback in a very clear and comprehensible way"*. In addition, students 5 and 7 emphasized the convenience

and time-saving advantages of AI tools, while student 4 valued the fact that she could learn from how AI suggested ideas for her writing and applied the same approach to make an outline by herself.

Planning

To be more specific, students highlighted AI's role in planning their writing work. Some students shared the difficulties when planning ideas without AI's assistance. For example, student 4 explained that she usually struggled with brainstorming and organizing ideas in a non-AI class. Student 7 said he had to spend too much time planning his writing work on his own, so AI helped him save time on this step. Besides, most students underscored the speed with which AI generates ideas and the logical arrangement of ideas in the suggested outlines. In particular, student 6 thought the ideas suggested by AI seemed *"more complete and profound"*. Meanwhile, student 5 said he could learn from AI *"new ideas and knowledge about a topic"*. In sum, there is a sound agreement that AI is really beneficial in the planning stage.

Monitoring

As for the monitoring stage, almost all students have a positive attitude toward AI's value in supporting them as they navigate their writing process, which is generally non-linear and complex. Most students mentioned AI's strengths in checking spelling, lexical and grammatical use, and paraphrasing. Some of them noted that it could guide them on whether they closely followed the outline and fully supported their ideas (students 5, 8, 10). Student 5 referred to passive forms and used "it" as examples of structures he rarely used in his writing without AI, and he asserted that this made him feel *"more academic"*. Additionally, students 2, 3, and 4 reported that AI improved their grammatical knowledge by providing clear explanations for its corrections. Student 6 even regarded AI as his *"savior,"* while student 2 described, *"AI is just like a tutor who could be by my side throughout my writing process*." These notions indicate that students really appreciate the value of AI in writing assignments.

Evaluating

Unlike the other two stages in the writing metacognitive strategy process, students exhibited varied perceptions of AI's role in evaluating their writing performance. While the majority of students confirmed using AI in the evaluation phase, they expressed differing opinions on its accuracy and reliability, and several expressed doubts about its ability to assess performance. On the one hand, students 1 and 6 stated that they *"completely"* or *"almost completely"* believed in AI's evaluation. Student 6 even regarded AI as *"an expert"* whom he knew apart from teachers. On the other hand, the other students just *"partly"* or *"relatively"* trusted the assessment made by AI. Particularly, Student 2 estimated his level of trust at 50%, while Student 4 noted it at 70%. Students 5 and 8 explained that AI can perform well at assessing spelling and language use, but it sometimes makes mistakes in judging content. Similarly, student 9 shared,

> *"we must be very careful and critical to select which content-related recommendations should be considered and which should be disregarded"*.

Meanwhile, students 2, 4, and 10 preferred human evaluation, such as self-evaluation, peer feedback, and teachers' feedback, over AI evaluation. To conclude, it is clear that students had varied views on AI's evaluation.

AI-supported versus teacher-led metacognitive strategy in writing classes

Almost all interview participants acknowledged the benefits of AI-supported methods. When asked which was AI's most essential contribution to their writing skills, students listed different options. To be more specific, students 2, 5, 6, and 7 valued the ability to suggest relevant

grammar structures and vocabulary, while students 1, 3, 4, and 8 highlighted the potential to generate interesting ideas and organize them in a logical order. Additionally, students 9 and 10 both agreed that AI performed well in correcting mistakes.

Besides that, all interviewees admitted that AI boosted their confidence in their writing skills and that they wanted to keep using it in the future. Student 2 considered the experience with AI in writing classes was *"very interesting"*. Students 1, 4, 5, and 7 emphasized that AI helped them with their self-study by allowing them to study *"at any time"* and to repeat their study process *"repeat many times until they really acquire the lesson"*. These participants believed that it would be too difficult for teachers to consistently and individually support them in that way.

Regarding the comparison between AI-supported and teacher-led metacognitive strategies in writing classes, students had quite diverse ideas. Students 3, though they agreed on AI's benefits, still preferred teacher-led lessons. He said:

> *"The traditional teaching approach is more direct, which helps me absorb knowledge more easily because teachers provide face-to-face instruction, point out mistakes, and support me in learning how to write."*

Whereas students 6 and 8 took a more balanced position. On one hand, they endorsed the AI-supported method as a breakthrough; on the other hand, they thought the traditional method was *"more emotional"*, helped students *"practice critical thinking"*, and was *"irreplaceable"*. The other students in the interview, conversely, assumed that the AI-supported method outperformed the traditional one, especially in terms of time efficiency and personalization.

Challenges and suggestions.

Participants shared several considerations and challenges when using AI to support their writing. Some students doubted the accuracy of AI-generated information, particularly when they asked it to provide relevant evidence to support an argument. For instance, student 8 shared that she always had to double-check the information in other resources to ensure its accuracy. Moreover, most students fear that heavy reliance on AI could undermine their ability to reason autonomously. Student 2 admitted that he was *"tempted"* to use AI more than he expected, and he was concerned about a decline in his mental sharpness. Similarly, student 5 was concerned that his *"creativity" might decline* due to excessive reliance on AI, and student 8 was apprehensive about the *"naturality"* of his skill improvement. Unlike the other students, student 6 acknowledged a few difficulties when using AI in writing class. He said, *"I know what to ask AI and how to manage my learning process."* Nevertheless, he was himself well aware of *"the risk of becoming overly reliant on AI and diminishing one's own critical thinking"*.

When asked about the suggestions for the AI-supported metacognitive method, students appreciated the teacher's effort to guide them in using AI effectively. For instance, according to student 8,

> *"Teachers' instruction on the limitations and the objectives of AI usage played a significant role because it helped me avoid over-reliance on the tool and encouraged me to use AI more strategically to support, rather than replace, my own writing process."*

Students 1, 6, and 10 expressed a desire for more detailed guidance on effective prompts they could use when interacting with AI. Most students emphasized that the most important point in this approach is that teachers should stress that AI is only a supporting tool, and that encouraging students to think independently must come before relying on AI.

Discussion

This study aims to examine the effects of AI-supported metacognitive strategy instruction on the writing performance of non-English majors by addressing two research questions.

Research question 1: To what extent does AI-supported metacognitive strategy instruction improve writing performance?

The quantitative results indicated a statistically significant improvement in students' performance in both groups; however, the experimental group showed a more substantial improvement, suggesting that AI may enhance the writing performance of non-English majors when integrated into metacognitive instruction. Regarding metacognitive instruction in writing, previous studies have highlighted the importance of metacognitive strategies in enhancing writing skills (Cer, 2019; Escorcia & Gimenes, 2020; Khosravi et al., 2023; Xu & Zhang, 2023; Wang et al., 2025). The present study appears to support this claim by showing a tendency toward improvement in both groups following metacognitive instruction. Considering both metacognitive strategy methods and AI, the study's findings align with previous research suggesting that AI-supported metacognitive instruction may help students perform better in writing classes (Malik et al., 2023; Alzahrani & Alotaibi, 2024; Lin et al., 2025). The findings also extend earlier work by providing additional insights into the performance of low-level non-English majors, based on a reasonable sample size of nearly 80 participants. Furthermore, because the research design used AI as a key variable that is supposed to primarily affect the final result, this study may offer a clearer indication of AI's potential contribution when implemented alongside metacognitive instruction.

Some possible reasons for the impact of AI-supported metacognitive instruction include AI's notable feature: immediate and personalized feedback. It reduces waiting time compared to teacher-led metacognitive instruction. Students don't have to wait for teacher-only feedback in a relatively crowded class (about 40 students per class). Hence, they have more time to practice, not to mention the possibility of self-learning outside the classroom. Additionally, during the planning and monitoring stages, AI may help ease the mental load and reduce anxiety, allowing students to prioritize content development and structural organization.

However, the control group showed an essential improvement with the teacher-led metacognitive method, although it was less than with the target method. This suggests the scaffolding effect of AI and, at the same time, reminds us that AI can complement, not replace, teachers.

Research question 2: What are students' perceptions and experiences of using AI tools to support their writing?

The qualitative results focused more on students' perceptions and experiences regarding AI use. Generally, students valued AI's role across all stages of writing and regarded it as time-saving, idea-generating, and confidence-boosting. Regarding planning, most students agreed that AI enabled them to brainstorm and organize ideas more efficiently, which aligns with the previous findings of Abdullayeva and Musayeva (2023) and Utami et al. (2023). During the monitoring stage, AI was often described as "like a tutor," providing explanations, corrections, and models for students to learn from. However, in the evaluation stage, students expressed mixed levels of trust. While some regarded AI feedback as highly reliable, others questioned its accuracy, particularly in assessing the quality of content and argumentation. This result appeared to be consistent with the findings of Yao et al. (2025) who emphasize the effect of debugging as AI's distinct advantage, while also noting its limitations in providing nuanced evaluative feedback on meaning and coherence (Tran et al., 2025).

When comparing AI-supported instruction with a teacher-led approach, students expressed diverse views. Some participants valued traditional instruction for its emotional dimension, interactivity, and support in developing critical thinking. Others highlighted AI's strengths in speed, personalization, and independence. Several students adopted a balanced perspective, indicating that AI is meant to aid, not replace, teacher feedback. Despite the positive perceptions, students also identified challenges and risks. Concerns were raised about AI's accuracy, the potential loss of creativity, and the danger of over-reliance, which were mentioned previously by several studies (Bozkurt, 2023; Candilas et al., 2024; Tran et al., 2025). Participants stressed the importance of teacher guidance, particularly in showing students when and how to use AI effectively. This confirms Yan (2023)'s notion of the necessity of explicit AI-guided use.

These insights suggest that while AI cannot replace teacher-student interaction, it can meaningfully enhance students' autonomy and metacognitive engagement when integrated into a blended approach that combines AI support with teacher scaffolding.

Conclusion

Summary of the findings

This study examined the impact of AI-supported metacognitive strategy instruction on the writing performance of low-level non-English majors and students' perceptions of AI's contribution to their writing process. The quantitative results indicated that both the experimental and control groups improved after the training course, but the gains appeared to be significantly greater in the AI-supported instruction group. This suggests that integrating AI tools into metacognitive training can meaningfully enhance students' writing performance beyond what traditional methods achieve.

The qualitative findings provide further insight into how students experienced this approach. Participants generally valued AI's support across different stages of writing: it seemed to help them generate and organize ideas more quickly, monitor their progress with immediate feedback, and evaluate their work with increased confidence. However, perceptions of AI's evaluation were mixed, with some students questioning its accuracy in assessing content and argument quality. While many students appreciated AI's speed, personalization, and availability, others highlighted the irreplaceable role of teacher-led instruction in providing emotional support, fostering critical thinking, and offering more reliable feedback.

Taken together, the findings suggest that AI, when guided by metacognitive strategies, appears to be a powerful tool for improving writing outcomes and fostering learner autonomy. At the same time, the study highlights the need for an integrated yet balanced approach in which AI serves as a supplement to, rather than a substitute for, teacher support. This blended approach may offer the most sustainable path forward in developing students' writing skills.

Limitations

Even though the results seem promising, there are a few limitations to consider. Firstly, the performance boost in the experimental group might not be entirely due to the teaching method—it's possible that students were excited to try a new technology, which made them more engaged. That kind of novelty can definitely influence outcomes. Also, not every student had the same level of experience using AI tools. Those who were already familiar with them may have had an advantage in the intervention. Finally, statistical analysis revealed that neither the pre-test nor the post-test scores were normally distributed. Although the sample size was

sufficiently large (over 30 participants per group) and the t-test is known for its robustness, the application of parametric tests requires careful consideration. These limitations do not undermine the validity of the findings but indicate the need for careful interpretation and replication in future studies.

Suggestions for future research.

It would be valuable for future research to explore whether the positive effects of AI-supported metacognitive strategy instruction are sustained over time, particularly given that some of the initial improvements may be linked to the novelty of using new technology. It is also important to consider students' prior experience with AI tools. Also, expanding this approach to learners at varying language proficiency levels or in different academic contexts could help determine its broader applicability. From a methodological standpoint, studies incorporating larger sample sizes, randomized group assignments, or mixed-method designs would strengthen the validity and thoroughness of the findings.

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Biodata

I am a teacher at Ly Tu Trong College in Ho Chi Minh City, where I teach general English classes for non-English majors and language skills, linguistics, and pedagogy classes for English majors. My research interests include metacognitive strategies, artificial intelligence in education, and their impact on language skill development.

Perceptions of Video Dubbing as a Tool for Enhancing Speaking Skills: A Study on Second-Year English Majors at Hanoi Open University

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ABSTRACT

This study aimed to investigate second-year English majors' perceptions of the video dubbing technique for enhancing their speaking skills. The researchers used a mixed-methods approach, specifically an embedded design, combining quantitative and qualitative data. A questionnaire was completed to collect data from 194 students in K30 classes majoring in English. The quantitative results showed that nearly all students recognised the importance of speaking skills and of video dubbing for practising them. The findings also revealed several challenges faced by the students in improving their speaking proficiency. Moreover, the results mentioned that video dubbing offered several benefits for speaking activities, pronunciation improvement, vocabulary, grammar, oral fluency, memory, concentration, and learner autonomy. Qualitative data from three teachers' interviews were also employed to find out the problems in the learning process and suggestions for technology-enhanced language learning via video dubbing applications were given, contributing to both the understanding of classroom difficulties and the advancement of practical strategies for integrating digital tools into language instruction.

Keywords: Speaking proficiency, video dubbing, technology-enhanced language learning

Introduction

The digital era is revolutionizing education through sophisticated technologies, such as software applications, thereby improving the quality and effectiveness of educational endeavors. As the access to new educational technology expands, learners are progressively becoming "the centre of their learning," enjoying greater autonomy in selecting and directing content to suit their individual needs and learning processes, thereby exhibiting a more pronounced "personalisation of learning." Moreover, English is essential in education, facilitating interactions between instructors and learners with individuals from other countries and providing access to diverse knowledge resources. The objective of English learning is to enhance students' communication abilities, encompassing listening, speaking, reading, and writing; nevertheless, achieving proficiency in these skills is arduous.

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Technology has evolved into a helpful tool in the current technological era to support and enhance English-speaking abilities. Apps for modern technology offer a wide range of rich and varied learning materials that enable students to practise speaking English anywhere, at any time. At the same time, technology enables students to customise their education to fit their ability level and specific needs. Furthermore, Chatbots with AI capabilities, such as ChatGPT, are becoming increasingly popular in language instruction to enhance speaking skills. It highlights the need for further research to enhance the application of AI avatars in diverse learning environments and strengthen their impact on oral communication skills. (Nguyen & Pham, 2024)

Sosas (2021) explores the use of technology to teach students to speak English and examines contemporary tools, including real-time interaction, email correspondence, social media engagement, and video conferencing, to improve fluency, accuracy, and confidence. Furthermore, Nguyen and Pham (2022) investigate how high school students might use technology to enhance their speaking abilities and attitudes toward studying foreign languages. According to the findings, technological resources such as PowerPoint, YouTube, speech recognition software, and movies greatly enhance EFL learners' oral communication abilities. The study aims to offer recommendations to teachers, students, and educators on how to improve English language instruction. Thang et al. (2013) employ a teaching strategy called blended learning, which combines online learning with classroom instruction. The strategy includes both an online component and a new coursebook. Despite problems with sluggish internet connectivity, a questionnaire was utilised to gauge how satisfied students were with the blended learning approach.

Interestingly, using video dubbing effectively to improve speaking skills has been applied in many university contexts. In terms of pronunciation improvement, Pamungkas (2019) looks at how video dubbing affects pupils' ability to pronounce words correctly when speaking. Two cycles of observation and testing demonstrated that students' speaking abilities, particularly in pronunciation, were significantly enhanced by video dubbing. Mandasari (2014) examines how effectively Visual Disciplinary Therapy enhances speaking abilities. According to the study, which employed classroom action research techniques, grammar, vocabulary, fluency, and pronunciation all improved. Nonetheless, within the context of English majors at Hanoi Open University, specifically at the Faculty of English, students continue to encounter numerous challenges in enhancing their speaking skills. These challenges encompass apprehension regarding errors, insufficient speaking practice, deficits in confidence and motivation, limited linguistic proficiency, inadequate cultural knowledge, inadequate vocabulary, pronunciation issues, grammatical shortcomings, and various other factors. Utilising video dubbing to overcome these problems for second-year English majors at Hanoi Open University has become a useful teaching method. It is crucial to combine video dubbing practices with in-class training based on the course book in the curriculum. Teachers combined in-class instruction with speaking practice through specific video dubbing activities as an extracurricular activity, taking into account the characteristics of second-year students and the difficulties in developing speaking skills. The approach increased the effectiveness of the teaching and learning process by giving students extensive practice through a large number of video dubbing projects in class. It also functions as an open-source library of learning materials to improve students' capacity

for self-awareness and autonomous study, and helps them practice their pronunciation and oral fluency, thereby improving their speaking abilities. This study looks at how second-year English majors perceive speaking abilities and video dubbing. It also analyses the advantages of using video dubbing apps as modern teaching strategies to improve students' self-directed learning and speaking abilities in the classroom.

Literature Review

Theoretical background

Overview of video dubbing: Dubbing is an important globalization technique that enables consumers to enjoy media in their chosen or native language (3Play Media, 2024). It allows viewers to hear dialogue in their preferred language by replacing the original dialogue in movies, TV series, or videos with a translated version. Video dubbing is an example of the digital tools used in the language learning process within the framework of Computer-Assisted Language Learning (CALL). CALL encourages technology-enhanced, learner-centred, interactive, and self-directed learning (Chapelle, 2001). Using editing and dubbing software, students can experiment with language in unique and creative ways ,which boosts their digital literacy and gives them a sense of control over their education (Talaván, 2006). Furthermore, dubbing assignments can be tailored to the learners' interests, learning preferences, and skill level, demonstrating their considerable adaptability for many educational environments. Video dubbing aligns with Task-Based Language Teaching (TBLT), a method that teaches language through real-world tasks. Ellis (2003) emphasizes that tasks should be meaningful, clearly defined, and reflect real communication. Dubbing involves students in the entire communication cycle, from comprehension to creation, requiring them to script, modify, and match language to images.

Overview of speaking skills: Speaking skills enable effective communication and convey verbal information. Speaking is an interactive process, and both speaking and listening skills are essential for effective communication. One of the abilities that students must acquire when learning English is speaking. These are different descriptions of speaking skills. For example, Richards (2008) claims that when we communicate, we often accomplish tasks, explore ideas, discover aspects of the world, or simply engage in social interaction. Fluency in English will enable pupils to communicate more easily and develop their ideas. Proficiency in English also facilitates pupils' access to current knowledge in science, technology, and health, among other fields. According to Chaney (1998), speaking is the process of creating and conveying meaning in various circumstances using verbal and nonverbal signals.

Difficulties in learning speaking skills: According to Tambunan (2018), speaking is a crucial foreign language skill that is closely related to listening, reading, and writing. Many foreign language learners are interested in learning to speak, but often struggle with perfect pronunciation and fluency. This research aims to provide a brief description of foreign language speaking skills and their current status, focusing on factors that affect students' abilities and common dilemmas that teachers face when teaching speaking. It highlights the need for teachers to design activities in the classroom to enable learners to produce meaningful English oral performances and overcome their weaknesses and difficulties.

Wilantari et al. (2021) find three types of difficulties: linguistic, psychological, and contextual. The findings suggest that each difficulty has its own underlying factors, and that lecturers should recognise these underlying factors. The research encourages further investigation into

strategies to overcome these difficulties and their underlying causes.

Bui and Pham (2024) reveal that teaching English speaking skills is a complex endeavor, and teachers encounter several challenges. These include assessment, multiple groups, motivation, cognitive development, and attention. Teachers deal with issues like large class sizes, little student participation, and limited vocabulary. Students often encounter a lack of linguistic proficiency, difficulty concentrating and maintaining discipline, boredom, and trouble with speaking. Teachers have problems such as a lack of professional development, inadequate teaching methods, and a teacher shortage. Time constraints and facility issues also contribute to these challenges.

The benefits of using video dubbing to improve speaking skills: Burston (2005) reported that students participated more actively in the teaching and learning activity after the action was implemented, and they became particularly enthusiastic about the subject following its use. They were able to produce speech with proper pronunciation, a variety of vocabulary words, comprehensible content, steady speed, and grammatical sentences. All facets of students' speaking abilities had improved, students were able to quickly grasp key points of material that was superior to before the action was implemented, and students' achievement increased. Additionally, Zaib and Nawaz (2024) also investigate the efficacy of video dubbing techniques on ESL learners' speaking skills and perceptions. Results show that these techniques significantly enhance speaking abilities, and a substantial proportion of participants exhibit positive attitudes towards them.

Overview of previous studies

The implementation of video dubbing has been widely valued and has achieved success in teaching and learning. Video dubbing in classrooms is a concern for many researchers in various schools. Numerous studies on the topic of video dubbing demonstrate its effectiveness in enhancing speaking abilities, pronunciation, fluency, grammar, lexical usage, learner autonomy, and students' perceptions of utilizing dubbing videos.

Nabylah (2023) used a dubbing video to evaluate how much the ninth-grade students at SMPN 1 Palopo had improved their speaking abilities. Thirty-one students participated in the study, employing a pre-experimental design. The researchers used pre-test and post-test assessments to evaluate three facets of speaking proficiency: comprehensibility, accuracy, and fluency. With a mean score of 4.39 on the pre-test and 9.45 on the post-test, the results demonstrated that the film successfully enhanced speaking abilities. According to the study, the dubbing video helped the students' speaking abilities.

Nguyen (2023) investigated how video dubbing affected students' ability to pronounce English as a foreign language in the classroom. In Thai Nguyen Province, 40 students from Luu Nhan Chu High School participated in the study. The findings demonstrated that students' pronunciation skills were significantly enhanced through video dubbing, which also fostered a positive attitude toward teaching pronunciation. The study further encouraged more research in this field and emphasised the benefits of learning English.

According to Wati and Rozimela (2019), students frequently struggle with speaking because they lack ideas and a mastery of vocabulary. To improve speaking skills and self-confidence, a

teaching technique known as the dubbing video technique is used. Wang and Lee (2025) investigated how using an English video dubbing software in language learning exercises might improve Chinese students' oral language skills and found that a higher level of engagement in dubbing activities was associated with significant improvements in pronunciation, intonation, fluency, grammar, and lexical usage. The study also examined learning outcomes and levels of English proficiency.

Pham (2023) conducted research in Vietnam to examine how video dubbing affected students' English-speaking proficiency and their ability to learn independently in English-speaking classrooms at Hanoi University of Civil Engineering. A classroom action research study conducted in the academic year 2021–2022 with 30 first-year non-major students at the Faculty of Information Technology at Hanoi University of Civil Engineering found that video dubbing improves students' speaking skills and sense of autonomy in their learning. It calls for practice with lip motions, timing, reading, and imitating English sentences in videos from the actual world.

Additionally, Do (2021) investigated students' perception of using dubbing videos in English-speaking classes at the Academy of Policy and Development, a public university under the Ministry of Planning and Investment. The research involved 50 first-year and 50 second-year students, collected through a questionnaire and in-depth interviews.

Additionally, at the Academy of Policy and Development, a public university under the Ministry of Planning and Investment, Do (2021) looked into how students felt about watching movies that were dubbed in English-speaking lectures. 50 first-year and 50 second-year students participated in the study, which was conducted using an in-depth interview and questionnaire. The results offer ideas and recommendations for improving English-speaking abilities through video dubbing. Additionally, pupils had favourable opinions about using video recording to improve their speech skills. According to Dang et al. (2022), the results can provide suggestions for speaking instructions and learning in both advanced and standard programmes.

Speaking, a skill that is particularly challenging to improve in non-native environments, has not gotten enough attention in the Vietnamese context, as the majority of research to date has concentrated on how well these applications work to develop vocabulary, grammar, or reading and writing skills. There is little research on the use of video-dubbing learning apps to improve second-year English majors' speaking abilities. Learning how to speak is a crucial first step in acquiring the fundamentals of language, putting academic information into practice and preparing students for specialised courses, internships, and other opportunities. Additionally, the integration of technology in language learning, particularly video dubbing, shows promise for enhancing learner motivation, engagement, and skill development by fostering authentic communication and pronunciation practice. However, research on its use in foreign language curricula is limited, with existing studies often focusing on learner outcomes rather than teacher perspectives, classroom challenges, or practical implementation strategies. This gap necessitates further investigation into effective pedagogical applications and teacher experiences with video dubbing in technology-enhanced language learning environments. It is critical to assess the efficacy of video dubbing apps in order to enhance English speaking abilities, identify effective learning techniques, and support successful language acquisition.

Thus, this study was conducted to close the gap in the literature on the applications of video dubbing and to gain fresh perspectives on how to use video dubbing in the classroom and for independent study to improve the speaking proficiency of second-year English majors. Specifically, second-year students possess a basic foundation in grammar, vocabulary, listening, and speaking skills, making them suitable for advanced activities like video dubbing. This period is critical to improving speaking skills as they engage in specialized courses requiring English presentations and discussions. Their openness to new learning methods and relative freedom from internship or thesis pressures facilitate skill development. Early research with this cohort allows for timely solutions and ample time for subsequent application and improvement of speaking proficiency through video dubbing.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What challenges do second-year English majors at Hanoi Open University encounter in developing their speaking skills?
2. What are the perceptions of speaking skills and video dubbing use among second-year English majors at Hanoi Open University?
3. What are the advantages of video dubbing and what recommendations exist to enhance speaking skills for second-year English majors at Hanoi Open University?

Methods

Pedagogical Setting & Participants

Speaking 3 is a mandatory course offered in the third semester for second-year English majors, serving as a fundamental component of the curriculum. The curriculum comprises six instructional units, each offering grammatical structures, essential vocabulary, and pronunciation exercises to enhance students' speaking abilities. Upon completion of the course, students will possess English communication abilities commensurate with level 4 of the 6-level Foreign Language Competency Framework for Vietnam (Bộ Giáo dục và Đào tạo , 2014) or level B2 of the Common European Framework of Reference (Council of Europe, 2001).

Purposive sampling was employed to choose participants possessing specified and pertinent qualities aligned with the study's objectives. This approach ensured that the sample comprised individuals with the requisite qualifications to yield significant investigative data. The study involved 194 second-year English majors from class K30 at the Faculty of English, Hanoi Open University. These students were selected due to their lack of formal instruction in video dubbing and their challenges in acquiring speaking abilities. As students focused on speaking skills throughout the third semester, they participated in video dubbing exercises. Students engaged in 30 in-class sessions and 60 self-study sessions over 12 weeks.

Furthermore, three lecturers from the Faculty of English at Hanoi Open University, each with over a decade of experience in teaching speaking skills and utilising the same textbook, syllabus, and curriculum, were invited to participate in face-to-face interviews to elucidate the research questions and enhance the data analysis.

Research approach

The researchers used a mixed-method approach, specifically an embedded design, which combined quantitative and qualitative approaches. A questionnaire was carried out to collect data from 194 students in K30 classes majoring in English. Qualitative data from interviews with three teachers were also used to find out the problems in the learning process and point out some effective suggestions for technology-enhanced language learning via video dubbing applications. The mixed-method research design was selected to provide a more complete understanding of the research problem. The quantitative data gave measurable patterns and trends, whereas the qualitative data gave deep insight into the participants' experiences and attitudes. This combination increased the validity and richness of the findings

Implementation procedures

In practical terms, with a 12-week length in the curriculum for speaking skills (2.5 sessions per week), students have limited opportunities to practise speaking in class. Consequently, integrating in-class instruction with external speaking practice is essential. Considering the attributes of students and the challenges in acquiring speaking abilities, in 12 weeks in the curriculum, teachers incorporated in-class instruction and speaking practice with targeted films as an extracurricular activity. This provided students with extensive practice through an extensive number of documents, enhancing the efficacy of the teaching and learning process. It is an open-source repository of educational resources to enhance students' self-awareness and independent study skills. This strategy facilitates the application of knowledge and enhances students' speaking skills.

To teachers:

This initial activity establishes a foundation for students to execute the assignment. Before task assignment, educators should provide students with a view of a sample movie and familiarise them with software for recording, editing, sound separation, and dubbing, including CapCut, KineMaster, voice changers, Voice FX, PlayHT, Descript, Adobe Premiere Pro, and Rev. When assigning roles, instructors must consider implementation time (minimum and maximum excerpt length, deadline), film genre, film theme, and dubbing collaboration entities. Before delegating duties to students, educators must define the assessment criteria in detailed checklists, providing students with a framework for completing and self-assessing their videos.

Step 2: Monitor progress, support, and compile products.

To ensure the students' dubbing proceeds seamlessly, educators must provide technical assistance, distribute sample videos, and guide students in compiling products to monitor progress. Typically, educators should create a designated online folder (e.g., Google Drive) for all classes and instruct students to submit their movies accordingly.

Step 3: Product evaluation

To ensure the effectiveness of the "Video Dubbing" activity, teachers are to utilise specific, objective, evidence-based, and timely evaluation measures while also fostering motivation and, at times, exerting pressure on students to engage actively and consistently. The final product is the culmination of collaborative effort, enabling teachers to assess it for regular test scores and

oral ratings, provide rewards, or share it on social media to inspire and motivate.

Step 4: Show the products

Upon receiving the films from the driver, the teacher will present them during speaking lectures or project sessions for the entire class to view, critique, assess, and provide feedback to the students.

To students:

Step 1: Choose a movie clip to dub and practice in an individual, pair, or group

Choosing a clip, a genre that suits personal preferences, dialogue, and speaking speed... is very important for a successful dubbing process.

Step 2: Listen, understand, and memorize the dialogue

Video dubbing—active teaching techniques—is employed to improve English speaking skills. This is one of the key stages in the dubbing process. To listen, understand, and memorize the character's dialogue, students must listen repeatedly, even listening and dictating all the character's dialogue. Then, they practice and record a draft to memorize the dialogue. The more listening and practice time, the easier it will be for students to imitate and successfully dub.

Step 3: Dub the video clip

Before dubbing, students must mute the original sound of the film and dub the recording over background music to create context and emotion for the character. After dubbing, turn on the original audio of the movie and listen carefully many times to see how the characters speak in the movie and what emotions they have, then compare your original recording, edit, and re-record if they find it inappropriate.

Step 4: Submit the product and receive feedback from teachers and classmates

Finally, after completing the dubbing product, students send it to the driver's address for comments and evaluation. Particularly, comments offer qualitative feedback on aspects such as pronunciation, intonation, stress, speech rate, expressiveness, and fluency, aiming to guide students on specific areas for improvement. Evaluation provides a quantitative assessment, often through scores on pronunciation, intonation, naturalness, grammar, vocabulary, creativity, and appropriateness, serving to measure progress.

This method would help students apply knowledge and skills to strengthen their speaking skills. The students will make full use of video dubbing techniques as diverse material for blended learning and self-study. At the end of the semester, a survey was conducted with 194 fourth-year students majoring in English from class K30 and three teachers at the Faculty of English, Hanoi Open University. A mixed-methods approach combining quantitative and qualitative methods was employed to ascertain the study’s aim. The questionnaire consisted of ten closed-ended questions. The researchers used yes/no, a 5-point Likert scale, and multiple-choice questions to design the questionnaire survey. These questions focused on students' perceptions of the importance of speaking skills and the video dubbing method, the frequency of using video dubbing to strengthen speaking skills, the difficulties faced by second-year English majors at Hanoi Open University in mastering speaking skills, and the benefits of using video

dubbing as an effective teaching method to improve speaking skills and self-study abilities.

Furthermore, three lecturers from the Faculty of English at Hanoi Open University, who have been teaching speaking skills for over 10 years, were invited to participate in face-to-face interviews. The structured interviews consisted of four questions focusing on students' speaking perceptions towards speaking skills, difficulties in learning English speaking skills, benefits of video dubbing, and some suggestions to improve speaking skills for second-year English majors at Hanoi Open University. The interview outcomes will be carefully noted and analysed with the data collected from the questionnaire survey and discussed to find solutions to improve speaking skills. The qualitative data were analyzed using thematic analysis. Interview transcripts were read to grasp overall meaning, then coded to identify patterns, themes, and sub-themes concerning students' perceptions and experiences with video dubbing. Participants were anonymized with codes (e.g., L1, L2, and L3) for confidentiality. The coding process integrated inductive (data-emergent themes) and deductive (research question-based themes) approaches, facilitating cross-participant comparison and interpretation aligned with study objectives.

Data collection & analysis

Data collection

The researcher used a questionnaire to gather data. An electronic (Internet-based) survey was chosen for its speed and accessibility, following Saris and Gallhofer (2007). The questionnaire, distributed via Google Forms, was sent to 194 second-year students majoring in English from classes of K30 to assess their perceptions of speaking skills, the challenges they face, and the benefits of using video dubbing. Regarding validity and reliability, three language specialists reviewed the questionnaire to ensure consistency among the items. The initial version was tested on five students to make the questionnaire more comprehensive, reliable, and suitable for data collection.

Furthermore, three lecturers who have experience teaching the subject of speaking skills for the second-year English majors of Hanoi Open University were asked four open-ended English questions. Specifically, the researchers invited three lecturers to participate in 30-minute face-to-face structured interviews, and all of the interviews were recorded for data analysis. Each lecturer was asked four of the same questions as follows:

1. What are the perceptions of the second-year English majors towards speaking skills and video dubbing methods?

2. What problems do second-year English majors face in learning speaking skills?

3. What are the benefits of the video dubbing method to improve speaking skills for second-year English majors?

4. What are some suggestions for useful software or video dubbing applications to support speaking skills?

Data analysis

The researchers first gathered and prepared the data. They analysed the quantitative data from the questionnaires and qualitative insights from the interviews to extract meaningful facts,

figures, and information on students' perceptions, challenges, and benefits of video dubbing to enhance speaking skills. Excel and statistical software like SPSS were used for descriptive statistics. The results and discussion were based on statistical data, percentages from the questionnaire analysis, and insights from the teacher's interviews.

Results/Findings

The perceptions of the importance of speaking skills and video dubbing method

Fig. 1a & 1b

The perceptions of the importance of speaking skills and video dubbing method

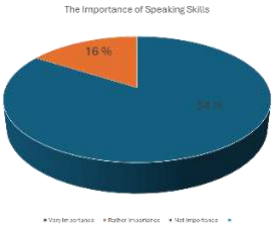


Fig 1.a The perceptions of the importance of speaking skills

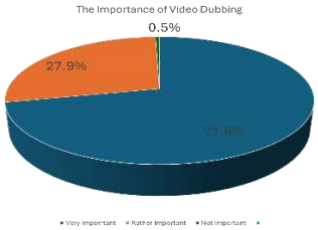
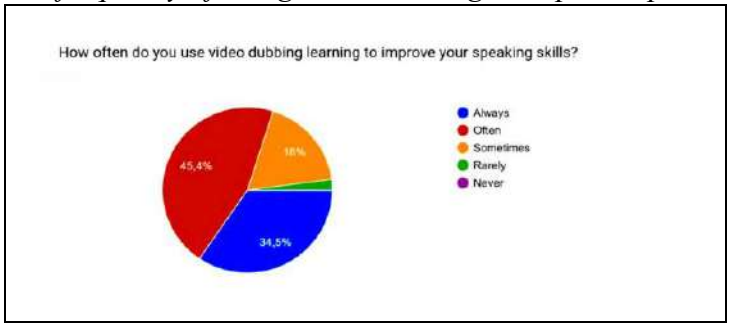


Fig 1.b The perceptions of the importance of video dubbing

As illustrated in Figure 1a, up to 84% of pupils recognise the value of spoken communication. However, the small percentage of respondents (16%) who say they are "rather important" suggests that there is widespread consensus over the significance of these skills. According to Fig. 1. 's statistics on the significance of video dubbing, most participants assessed it as essential for assisting with language instruction and learning, with the "Very important" component rising to 70.6%. This demonstrates how effectively video dubbing can enhance speaking abilities. In contrast, the "rather important" element is at 27.9%, indicating that some students find video dubbing helpful. The difference between 71.6% (extremely significant) and 28.9% (somewhat important) is 2.4 times, indicating that video dubbing has a strong impact among learners.

Fig. 2

The frequency of using video dubbing to improve speaking skills

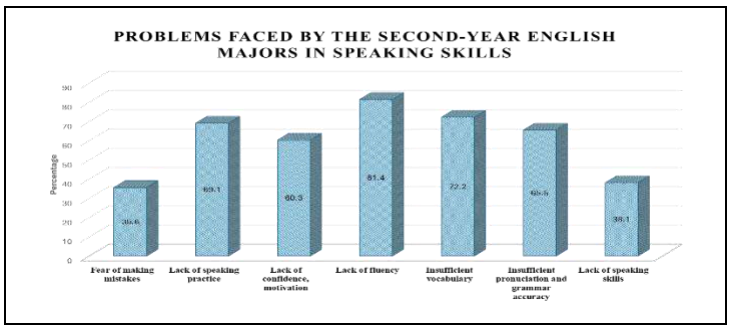


The pie chart illustrates how students view the frequency of their use of video dubbing. The survey found that many participants frequently use this technique to enhance their speaking skills. Those who report using technology "always" or "often" are 34.5% and 45.4%,

respectively, indicating a clear trend of valuing and relying on it for learning. 18% of students said they use it "sometimes." The findings thus demonstrate the value of learning through video dubbing and its effectiveness in enhancing speaking abilities.

Fig. 3

The problems faced by the second-year English majors in speaking skills



The issues that second-year students have with their speaking abilities are depicted in Fig. 3. The findings fairly represent what the students thought. The percentage of 35.6% suggests that a large number of students suffer from a fear of making mistakes. A significant percentage of students consider this an issue, as evidenced by the 69.1% of students who report not having enough speaking practice. Furthermore, 60.3% of students report feeling unmotivated and unconfident, indicating that a sizable majority view this as a serious issue. The component's lack of fluency proportion of 81.4% indicates that the majority of students deal with comparable difficulties. Furthermore, the small standard deviations for vocabulary, pronunciation, and grammar accuracy concerns show that these problems impact students consistently throughout the sample. Furthermore, the percentage of people who do not practice speaking (38.1%) is also noteworthy.

Table 1

The benefits of video dubbing to improve speaking skills

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Make your speaking lessons more enjoyable and relaxing	194	4	1	5	4.00	.058	.814	.663
Help you improve intonation, accent, stress and speaking speed	193	4	1	5	3.97	.064	.895	.801
Motivate you to practice your speaking activities	193	4	1	5	4.04	.060	.834	.696
Help you improve your learner autonomy	193	4	1	5	4.03	.061	.850	.723
Help you improve your confidence	192	4	1	5	3.99	.060	.834	.696
Valid N (listwise)	190							

Table 1 evaluates the perceived importance of specific benefits of the video dubbing method in improving speaking abilities using a Likert scale ranging from 1 (completely unimportant) to 5 (very important). It shows a positive consensus, with the majority of participants most likely choosing 4 (important) or 5 (very important). The above figure indicates a positive consensus, with the majority of participants most likely choosing 4 (important) or 5 (extremely important). Few participants appear to believe this component is inconsequential, based on the small

number of replies to Categories 1 (completely unimportant) and 2 (not important). Learners regard video dubbing as moderately essential in making courses enjoyable, as indicated by the average score (4.00) of the factor "make lessons more enjoyable and relaxing." Unexpectedly, with a mean score of 3.97, video dubbing benefits students looking to enhance their accent, intonation, stress, and speaking speed. The item "motivate you to practice speaking activities" has the highest mean score (4.04), indicating that learners view video dubbing as a great way to encourage speaking practice, which is essential for skill development. Consistent responses are revealed by the standard deviation (Std. Deviation) (0.834), which indicates a generally reasonable opinion. On the other hand, the average score of 4.03 for "help you improve learner autonomy" suggests that video dubbing is appreciated for promoting independent learning and giving students more control over their growth. The standard deviation (0.850) indicates similar variability to motivation, which demonstrates broad agreement. Finally, the component "help you improve your confidence" came in second place with a mean score of 3.99, suggesting that video dubbing is an important tool for increasing confidence in speaking abilities. Additionally, Std. Deviation (0.834) indicates that the majority of students feel comfortable using video dubbing for the aim of enhancing their speaking skills.

Table 2

The benefits of video dubbing to improve speaking skills

Descriptive Statistics

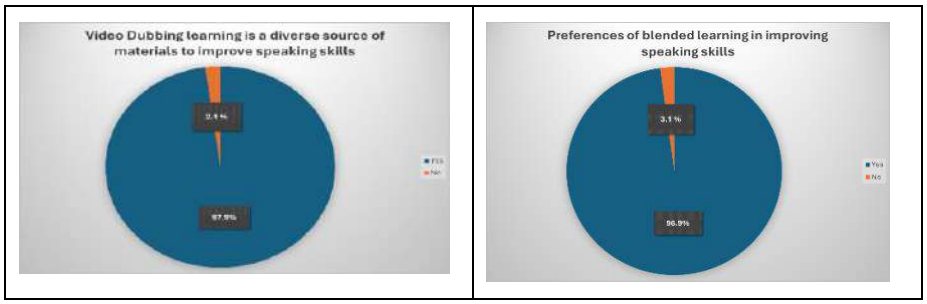
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Improve fluency	194	4	1	5	4.05	.054	.746	.557
Improve pronunciation, vocabulary, grammar skills	192	4	1	5	3.98	.056	.783	.612
Improve your effective speaking skills	193	4	1	5	4.07	.058	.800	.641
Improve your communication skills	193	4	1	5	4.09	.055	.769	.591
Improve your memory	194	4	1	5	4.05	.055	.764	.583
Improve your concentration	192	4	1	5	4.04	.059	.824	.679
Valid N (listwise)	188							

The reliability of the data is ensured by the approximately 192-194 replies, as shown in Table 2. Responses cover the entire Likert scale from 1 (least beneficial) to 5 (most beneficial), as each item has a range of 4. There is a broad consensus regarding the advantages of video dubbing for enhancing speaking abilities, as evidenced by the high mean scores for all elements, which range from 3.98 to 4.09. The standard deviation (SD) values, which range from 0.746 to 0.824, show that responses are mostly consistent, with little variation among participants. The SD is supported by the variance numbers (0.557 to 0.679), indicating that the answer dispersion is not very wide. Although slightly lower than other categories, the element of "improve fluency" (mean of 4.05) suggests that video dubbing is considered highly advantageous for enhancing speaking abilities. With a mean score of 3.98 for the criterion "improve pronunciation, vocabulary, grammar skills," video dubbing is acknowledged as a successful technique for boosting proficiency, making it an essential tool for students. Unexpectedly, the category "improve effective speaking skills" received the highest rating, with a mean of 4.07,

suggesting that students strongly believe video dubbing helps them talk more effectively. Thus, speaking practice should be the main focus of video dubbing apps, such as simulated speaking exercises. The data demonstrate the beneficial effects of video dubbing, with mean ratings of 4.05, 4.09, and 4.04 for memory, communication, and concentration, respectively. The fact that all mean scores are higher than 3.98 suggests that there is broad agreement regarding the advantages of video dubbing for enhancing speaking abilities.

Fig. 4a & 4b

The benefits of video dubbing to improve speaking skills



A survey on the usage of video dubbing to support learning, particularly in enhancing speaking abilities, is displayed in Figure 4a According to the findings, most respondents (97.9%) think that learning to dub videos is a helpful tool for enhancing speaking abilities, with only 2.1% disagreeing. Consequently, video dubbing is a helpful technique for enhancing speaking abilities. This indicates that technology-based tools such as video dubbing are widely accepted, such as software, internet resources, and language learning aids. According to just 2.1% of respondents disagreed, which is a very small proportion. This data, relatively few respondents believed that video dubbing was neither required nor helpful for enhancing speaking abilities. This can result from those who prefer traditional learning methods or have never used video dubbing learning resources. The survey results about their preference for blended learning, a teaching approach that combines traditional classroom instruction with technology, are also shown in Figure 4b. The fact that 96.9% of respondents selected "Yes" indicates that many students favour mixed learning. This demonstrates how many educators value integrating technology with traditional teaching techniques, enabling their students to benefit from richer, more adaptable materials and gain proficiency in using technology for learning. This suggests that blended learning is disliked by just 3.1% of the audience. These individuals might not feel comfortable using technology in their learning process or may choose more conventional teaching approaches. The majority of participants strongly value the blended learning format because of its convenience and flexibility, according to the survey results. Technology and conventional teaching approaches can be combined to enhance the learning process and make it easier for students to acquire and utilize contemporary learning aids.

Results of the interviews

This section contains information gathered by the research team from interviews with three lecturers on four categories of topics: how second-year English majors view speaking abilities and video dubbing; what obstacles they encounter when learning speaking abilities; the advantages of video dubbing for second-year English majors to enhance speaking abilities; and some recommendations for practical software or applications to enhance speaking abilities.

All three lecturers concurred that all students understood the value of speaking skills and how video dubbing learning can enhance speaking abilities, based on the first interview question

about the second-year English majors' opinions of speaking abilities and video dubbing learning. Regarding the significance of speaking abilities, they stated that, during their educational journey, students acquire speaking abilities that are vital to their future. These abilities facilitate clear and concise verbal exchanges of information as well as efficient communication. Speaking other languages, including English, is essential for daily communication. Formal and informal speaking abilities are employed in a variety of settings. Emotional ties require informal speech, whereas professional settings, presentations, and courteous conversation require formal speech. Effective foreign language learning happens through engagement, and speaking is seen to be the most crucial aspect of language acquisition. To encourage students to communicate as much as possible, teachers should use projects, role-playing, and group projects. The three instructors also noted that different dubbing activities have different effects on improving speaking abilities for students with different levels of proficiency. While lower-level students gain from better pronunciation, higher-level students gain from dubbing exercises in terms of vocabulary, grammar, and fluency.

Regarding question 2, which asks about the difficulties second-year English majors have learning how to speak, lecturers 1, 2, and 3 provided the following comments:

The discussion among three lecturers revealed multifaceted challenges faced by second-year English majors in developing their speaking skills, alongside a consensus on the efficacy of video dubbing instruction as a remedial tool. Lecturer 1 identified the primary hurdles as vocabulary acquisition (requiring approximately 10,000 words for fluency), mastery of grammar (tenses, sentence structure), accurate pronunciation (understanding sounds and their relation to orthography, aided by phonemic awareness, while acknowledging regional variations), and overall fluency development, which is naturally acquired through consistent practice and wide reading to enhance vocabulary. *“ As for me, building confidence and pronunciation skills can help students have more interesting, exciting, and insightful conversations” L1.*

Lecturer 2 emphasized that English pronunciation is not consistently predictable from its spelling, unlike Vietnamese, and that effective English speaking necessitates proficiency in intonation, pronunciation, grammar, and vocabulary. A common error among Vietnamese students is the misapplication of Vietnamese spelling rules to English words, leading to incorrect pronunciation and hindering natural speech. This lecturer stressed vocabulary as the cornerstone of communication, noting that many students struggle with effective vocabulary learning, particularly in transitioning vocabulary from reading to active speaking without accompanying pronunciation practice and sentence construction. *“ Well, therefore, to improve English speaking skills, learners need to learn how to pronounce, pronounce correctly and practice regularly to avoid misapplying Vietnamese spelling principles to English. And I think vocabulary is the core component to complete communication activities.” L2*

Lecturer 3 highlighted the gap between mastering grammar through reading comprehension and applying it in spoken contexts, where students often "freeze" due to insufficient real-world communication practice. *“In my point of view, one of the biggest difficulties for my English grammar learners is learning on paper using reading comprehension skills without applying them to speaking skills. Even when they have mastered grammar, "super experts" of exams often "freeze" when speaking English due to a lack of experience using grammar in real communication. Therefore, learners should practice speaking skills to use grammar more naturally and flexibly.” L3*

A shared concern across lecturers 2 and 3 is the cognitive tendency for learners to think through Vietnamese, translating concepts rather than formulating them directly in English, and the

debilitating impact of low confidence and fear of making mistakes on their willingness to practice and improve. In addressing these challenges, all three lecturers acknowledged the significant benefits of video dubbing instruction. Lecturer 1 pointed to the expanding dubbing industry and its role in bridging language barriers and providing a secure learning environment, making audiovisual content more accessible, especially for ESL students. Lecturer 2 specifically attributed improvements in students' speaking pronunciation and overall speaking skills to the implementation of video dubbing. Lecturer 3 advocated for video dubbing as a method to teach pronunciation, expose students to diverse accents (both global and local), and encourage playful experimentation with linguistic variations. This approach emphasized the importance of connecting sounds and words into coherent speech, aiming for comfortable intelligibility and encouraging imitation and rapid speech production.

Regarding practical applications, Lecturer 1 suggested utilizing advanced text-to-speech technologies like PlayHT, which offers lifelike, low-latency AI-generated voices ideal for podcasts and live streaming, providing customizable and high-quality narration. Lecturer 2 recommends Free Audio Dub, a free PC software that simplifies post-production by automatically synchronizing audio and video files and allowing segment manipulation for precise dubbing. Lecturer 3 proposed ApowerSoft, a user-friendly tool with integrated audio recording and editing capabilities that enable easy audio manipulation, synchronization with visuals, use of pre-existing effects, and flexible file export options, making it a versatile video dubbing solution for enhancing speaking abilities.

Ultimately, all three instructors concluded that speaking was essential for advanced language proficiency and required both communication and cognitive skills. Through interactive modules and real-time feedback, the curriculum's integration of the video dubbing approach improved student engagement while exposing them to cutting-edge digital tools and boosting their language skills.

Discussion

The key findings of the current study reveal that the second-year English majors at Hanoi Open University faced a lot of challenges in their learning speaking skills, such as fear of making mistakes, lack of fluency, lack of confidence and motivation, lack of speaking practice, insufficient vocabulary, insufficient pronunciation and grammar accuracy, and lack of speaking skills. The findings of the students' survey and teachers' interviews also highlight that video dubbing activities significantly enhance speaking skills, particularly in areas such as motivating the students to practice speaking activities, improving pronunciation, vocabulary, grammar, fluency, memory, concentration, and especially learner autonomy. Furthermore, analysis of second-year English majors' perception of video dubbing reveals three key dimensions: cognitive, affective, and behavioral. Cognitively, students generally recognize video dubbing as effective for improving pronunciation, fluency, and vocabulary by imitating authentic speech. Effectively, students exhibit mixed emotional responses, finding it enjoyable and motivating due to creative engagement with language but also experiencing pressure from time limits, technical difficulties, or accuracy demands. Behaviorally, positive experiences encourage continued use as a self-study strategy, while negative ones may decrease motivation for independent learning. Ultimately, the effectiveness of video dubbing depends on linguistic outcomes, perceived benefits, emotional engagement, and the willingness to continue using it.

Additionally, over a 12-week period, teachers used targeted films as an extracurricular activity to enhance students' speaking abilities. This approach provided extensive practice through

various documents, enhancing the teaching and learning processes. It also served as an open-source repository of educational resources, enhancing self-awareness and independent study skills, thereby facilitating the application of knowledge and improving speaking skills. Moreover, the results suggest that many video dubbing applications offer diverse materials that can be employed for blended learning. This study indicated that individuals who utilised video dubbing tools significantly improved their speaking skills, which is in line with Wang and Lee (2025). However, the current study demonstrated significant advances in contextual knowledge, which may have been caused by the combination of video dubbing learning technologies with significant elements, but did not identify the long-term influence, in contrast to Nabylah (2023), who claimed specific progress in this area with pre-test and post-test results. Nonetheless, these results supported previous research on the advantages of video dubbing while also offering fresh perspectives on how it specifically affects speaking abilities among Hanoi Open University second-year English majors.

The interview and questionnaire data analyses offer crucial insights into language learning through technology. Comparing the findings of this study with those of earlier investigations can yield important insights into how video dubbing tools improve speaking abilities. The study concludes with several suggestions for enhancing the English-speaking abilities of second-year English majors at Hanoi Open University through the use of video dubbing. These recommendations are supported by the results and the theoretical framework that was previously presented.

Using blended learning and other creative teaching techniques in the classroom will encourage students to flourish in the educational setting. The following are some reasons why integrating a range of technological tools into the curriculum can help students better accomplish the following course learning objectives:

The first benefit of using "video dubbing" as an instructional technique is that students are engaged in the dubbing endeavor. According to the poll, it is an active teaching strategy that encourages students' initiative and creativity while being manageable and time-efficient. It can be argued that this is a genuinely active teaching method that is affordable for all students, particularly those who wish to enhance their ability for independent study and self-accountability.

Second, students have improved their independence and capacity for self-study, as well as their ability to communicate, collaborate, solve problems, and think creatively, through individual practice. In particular, some students initially struggled to record, edit, combine, and modify their voices using software, but they were able to be independent, learn, and overcome the early challenges to obtain the required results. This is a workable approach, especially for pupils who want to learn on their own. The solution can be used anywhere, at any time, and does not require a lot of time or money. As a result, with each video they produce, students can evaluate their own abilities and their development in speaking. "Video dubbing" is a practice approach that students are particularly interested in. Students are able to listen and understand the dialogue between the characters. They can listen to and record the dictation after hearing the discussion between the characters numerous times. In general, students' pronunciation has greatly improved, and some of the products are on level with the original movie version. Significant

improvements have been made in speaking speed, correctness, naturalness, word stress and intonation, and fluency, pair, and group voice-over activities. Thirdly, some suggested video dubbing software and applications can improve speaking skills for second-year English majors at Hanoi Open University. PlayHT offers low-latency voices suitable for AI voice generators. Free Audio Dub is a free PC video dubbing program that automatically combines audio and video files, synchronizing them with built-in algorithms. ApowerSoft has built-in audio recording and editing capabilities, allowing users to capture and manipulate audio, export files in various formats, and use pre-existing effects and presets. These tools are popular among content producers for realistic, high-quality narration for speaking activities. Overall, these resources provide an engaging and dynamic learning environment, as well as the opportunity to successfully practise and build speaking abilities.

Conclusion

The data analysis revealed several significant research findings. The study looked into the opinions of second-year English majors on the importance of speaking and video dubbing skills. According to the survey, second-year English students at Hanoi Open University struggle with speaking because they fear making mistakes and lack confidence, motivation, and fluency. These abilities are significantly enhanced by video dubbing exercises, which improve student autonomy, memory, focus, vocabulary, grammar, fluency, and pronunciation. For 12 weeks, teachers used selected films as extracurricular activities, enhancing the teaching and learning processes and giving students ample practice. Applications for video dubbing can be used in blended learning to enhance self-awareness and independent study skills. Teachers and students are expected to find value in the interview results and questionnaire data. Notably, the suggestions to use video dubbing inside and outside the classroom will encourage Hanoi Open University second-year English majors to improve at speaking. The study's findings suggest that video dubbing can enhance language instruction and learning constructively and efficiently.

The study has certain limitations, even if its conclusions offer helpful information about using video dubbing to improve speaking abilities. The study's sample size was 194 second-year students from Hanoi Open University's English Faculty. Although this sample provides instructive data on how well video dubbing works for this particular student body regarding speaking proficiency, the results might not apply to other academic institutions or language learners in other situations. A more extensive and varied sample would offer a more comprehensive view of how video dubbing enhances speaking abilities.

Future studies could also use action research methods to compare pre- and post-technology use among second-year students in the English Faculty at Hanoi Open University. This would make the results more convincing, and the researchers might gain a better understanding of how video dubbing enhances speaking abilities and influences the teaching and learning process in the long term. To sum up, modern technologies benefit teaching and learning processes; thus, both lecturers and students should use them.

Acknowledgments

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Biodata

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